DOCUMENT RESUME

ED 279 111 EC 191 366

AUTHOR	Berg, Linda; And Others
TITLE	Bringing Out Head Start Talents (BOHST). General Programming: Detective, Inventor and Judge Thinking Activities.
INSTITUTION	Illinois Univ., Urbana. Inst. for Child Behavior and Development.
SPONS AGENCY	Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE	85
NOTE	141p.; For project final report, see EC 191 364; for project training materials, see EC 191 365-369. Printed on colored paper.
AVAILABLE FROM	Disabled Citizens Foundation, 1304 W. Bradley, Champaign, IL 61820 ($12.19; shipping add 10%, handling add $1.00).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Class Activities; *Creative Thinking; *Decision Making Skills; Deduction; *Gifted; Induction; *Lesson Plans; Preschool Education; Problem Solving; Productive Thinking; *Talent
IDENTIFIERS	Bringing Out Head Start Talents; *Project Head Start

ABSTRACT

Designed for the Bringing Out Head Start Talents (BOHST) project, three sets of lesson plans focus on the development of three types of thinking processes with preschool children: (1) "detective thinking" (using clues to find the single right answer); (2) "inventor thinking" (brainstorming many answers to a single question); (3) "judge lessons" (evaluating options to make careful decisions). Each of the 3 sections contains an introduction, a model lesson, and 10 additional lesson activities. Lesson format includes a goal statement, a list of materials, detailed steps in carrying out the activity, and suggestions for follow-up lessons. Appended is a booklet containing 14 at-home activities intended to encourage creative, productive thinking from the perspective of the three types of thinking processes. (JW)

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BOHST
Bringing Out Head Start Talents

General Programming: Detective, Inventor and Judge Thinking Activities

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Some materials adapted from:
RAPYHT Project
Retreival and Acceleration of Promising Young Handicapped and Talented
Office of Special Education and Rehabilitative Services

Partially funded by:
U.S. Department of Health and Human Services
Office of Human Development Services
Administration for Children, Youth, and Families
Grant # 90CD0513/01

PREFACE

The lessons in this notebook were specially designed for the BOHST Project (Bringing Out Head Start Talents) at the University of Illinois through a grant from the U.S. Department of Health and Human Services during 1985-1985. The activities are suitable for use with all children of preschool age who would benefit from learning to think in new and more sophisticated ways. Children will find the activities fun and challenging and will learn through practice to improve their problem solving, creativity, and evaluative skills.

Three kinds of thinking processes are highlighted in these lessons: (1) detective thinking or using clues to find the single right answer, (2) inventor thinking or brainstorming lots of answers to a single question, and (3) judge lessons or evaluating options to make careful decisions. These three kinds of thinking are drawn from J. P. Guilford's Structure of the Intellect model and were chosen because of their importance to our everyday life and because they are too often neglected in classroom programs.

Each of the three kinds of thinking has a mascot or animal character whose picture appears on those lessons. The mascots characterize each of the three kinds of thinking. They each perform their own brand of thinking in their work of an inventor, detective, or judge, and they all have certain personality traits that make them good at what they do. For each of the three types of thinking, a story and a large picture will help the children learn about and identify with the character. Each character also has a particular gesture they use when they are getting ready to perform their own thinking process. The children should also use these gestures to remind them both of the character and of the kind of thinking expected in the lesson.

For each of the three kinds of lessons, a format has been used which remains basically the same throughout all the lessons using that type of thinking, so that once you and the children get used to doing the first few lessons, the others within that thinking area will be very easy to follow.

Each of the lessons is divided into four sections. The first part of GOAL describes what the children will do in the lesson. MATERIALS includes a list of all the items you will need to teach the lesson. STEPS is a description of how to carry out the activity. An outline of the procedure appears on the left-hand side of the page, while sample dialogue (in italics) and more detail is provided on the right. The last section of the lesson, called LESSONS FOR ANOTHER DAY, includes ideas for follow-up lessons using some of the same ideas. These are intended to be am important part of each lesson by providing needed reinforcement and further practice of the skills introduced in the main lesson.

The lessons cover a variety of different curriculum areas and can be adapted to several different teaching units. Please feel free to apply the thinking processes to other content you are teaching. Hopefully, after you have used these lessons with the children, you will be able to think up activities of your own which use each of these thinking processes.

These lessons offer you and the children something new--activities that emphasize how children process information. They are designed to help children think in more productive and sophisticated ways. Many of us are aware of our tendency when teaching to think for children--to ask them to parrot back what we want them to learn. These activities will help children to think for themselves. By allowing children to practice different kinds of thinking skills, we can give children the opportunity to develop the ability to use their minds in productive and creative ways.

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DELORES DETECTIVE

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Introduction to Detective Lessons

In detective thinking, there is one and only one right answer that we arrive at by putting together several pieces of information. It is similar to the kind of thinking that detectives might do, when after gathering all the clues, they finally have a moment of insight and figure out what really happened. When we realize the correct answer to a detective problem, we may feel like saying, "Ah hah! I've got it!" We have taken a lot of seemingly disconnected or baffling pieces of information and finally seen the connection that makes it all make sense.

To think in this special way, children need to examine all the clues and then organize and reorganize the information in their heads before arriving at a solution. It is important that children realize that the right answer may not come immediately. We need to help children with the task of pondering--patiently considering all the information that is known and continuing to concentrate and wonder about the right answer until it comes.

Delores Detective symbolizes the kind of thinking that is used in these lessons. By identifying with Delores and by putting on their imaginary detective badges, the children can prepare themselves to think in this special way. By mentioning Delores and reminding them of how she solves problems, you can let the children know what kind of thinking is expected during these activities.

Delores has certain qualities that make her a very clever detective. She's careful about examining all the available clues. She's patient about not jumping to the wrong conclusion. Even when she is baffled and doesn't know the answer, she hangs in there, pondering the question over and over in her mind. Once Delores has the scent, she'll keep thinking until she finds the solution to the mystery.

Children can learn to be better problem solvers by practicing detective thinking. The patience and thoughtfulness required by this type of thinking will be helpful to children throughout their lives. Examples of detective thinking include solving mathematical and scientific questions, answering riddles, and figuring out the solutions to many everyday dilemmas. Whenever children will need to find the single right answer to a complex problem, they will need to use the skills of a detective. By developing these skills in young children, we can help them improve their strategies for finding answers even when confronted with confusing and difficult situations.

A STORY ABOUT

DELORES DETECTIVE

Today we are going to meet Delores Detective. A detective is a person who finds the very best answer to a mystery by looking for clues. Delores must be very sly and clever when she is solving a mystery. She has to pay very close attention and think very hard. (Show the picture of Dolores Detective.)

When Delores is looking for clues, this is the way she puts on her coat, turns up her collar, and pins on her detective badge (DEMONSTRATE). Now do it with me. Let's put on our coats, turn up our collars, and put on our detective badges. Now we're ready to help Delores find the very best answer by looking for clues.

One morning Delores let her dog out, but when she opened the door to let him back inside, he was gone from the yard. So she put on her coat, turned up her collar, pinned on her detective badge, and said: "Oh, my ears and nose, it's a mystery. Let's look for clues."

She walked over to the fence. "Aha!" Delores said to herself. "Clue number one!" Down at the bottom of the fence was some hair. Delores took out her magnifying glass and looked closely at the hair. Just as she had thought--it was dog hair! Then she saw clue number two: a hole right under the fence. The hole looked big enough for her dog to fit in and to slide right under the fence. Just then, she heard clue number three--Delores heard the sound of someone drinking water. Delores looked over the fence, and who do you think she saw? Yes, her dog was in the neighbor's yard, drinking water out of the swimming pool.

Delores was very proud of herself for being such a good detective and finding the very best answer. By looking for clues and paying close attention, she had solved the mystery of the missing dog.

TEACHING SKILLS FOR DETECTIVE LESSONS

Skills	Hints
1. Gather all necessary materials before beginning.	Make sure materials are within easy reach. You might want to put objects in a box or large bag.
2. Use materials that are familiar to the children.	Show any potentially unfamiliar materials to the children before the lesson. Substitute similar materials when necessary if suggested materials are unavailable.
3. Set the activity up so all can see and hear.	Remove any potential distractions. Be sure to have the children's attention before the lesson starts.
4. Present the activity with interest and enthusiasm.	Use a dramatic tone of voice when you tell the children to *be detectives*. Act mysterious, perhaps whispering, at appropriate times.
5. Use a *buzz phrase* so the children know what's expected of them.	Let the children know how they will be involved in the activity. *I want you to be detectives.* Have the children put on their pretend detective badges.
6. Give a general clue first; give more specific clues as needed.	For example, a general clue-- *I'm thinking of a farm animal...* (pause for answers); a more specific clue--*We get milk from it...* (pause); an even more specific clue--*It says, moo...* (pause); a very specific clue--*Is it a tiger or a cow?*
7. Give the children time to think about each clue.	Even if you think some children already know the answer, wait a few seconds before calling on a child. Consider repeating or rewording the clue so that more children will have time to think of the answer.
8. Praise the child for the correct answer.	Be specific in your praise: *Very good! I was talking about a cow! You're right.*
9. Acknowledge a thoughtful response even if it is incorrect.	For example, *That's a good answer, but it's not the one I'm thinking of. Think about it again.*
10. Encourage the child to wait until called on to answer.	Discourage children from shouting out the answers to detective lessons since "slower" thinkers may give up thinking once they hear an answer.

(Teaching Skills for Detective Lessons, Cont'd.)

Skills	Hints
11. Adjust to individual children's varied abilities throughout the lesson.	If the task seems difficult for a particular child, ask that child to choose from only two possibilities: *Is it a tiger or a cow?* If the task seems too easy for a particular child, either increase the range of possibilities or give more difficult clues.
12. Get the children directly involved whenever possible.	For example, *Katie, now it's your turn to come up and give us clues; we'll try to guess;* or *Yes, I was pretending to be a kangaroo. Now let's all try to be kangaroos.*

MODEL DETECTIVE LESSON

The Case of the Pantomimed Objects

GOAL:

To name the object that is being described through pantomime.

MATERIALS:

All materials should be familiar to the children. Following is a list of possible objects:

plastic shovel and pail	toy airplane
watering can	hairbrush
balloon (unblown)	bag of blocks
paint brush	baby doll
pair of mittens	cup
towel	ball
salt and pepper shakers	squirt gun
crayon	shoe
rolling pin	belt
potato masher or peeler	small pillow

STEPS:

1. Gather materials.	Have all objects that you plan to use in a large box within easy reach. Start out by placing five items on the table.
2. Prepare the children to be detectives.	Tell the children, *I want you to be detectives.* Introduce the detective picture. *I'll give you a clue; I'll pretend to use one of these things. Now put on your detective badge. See if you can guess which thing I'm pretending to use.*
3. Give the first clue by pantomiming the object's use.	Standing so that each child in the group can clearly see you, pretend to use one of the objects. For example, you might pretend to blow up a balloon. Then call on a child to name the item that you just pretended to use.
4. Praise the child for a thoughtful answer.	If the child answers correctly, praise him for being a good detective; proceed to Step 6. If the child gives an incorrect answer, tell him, *That's a good guess, but it's not the one I'm thinking of.*

(Pantomimed Objects, cont'd)

5. If riddle is not solved, give more specific clues.	This is the time to give additional clues. You might first want to repeat the pantomime; then, if necessary, give verbal clues (the object's shape, color, etc.), one at a time, until the correct answer is given.
6. Get the group involved.	*I pretended to blow up a balloon. Now let's all pretend to do that.* Praise the children for their actions, then go on to the next object.
7. Repeat the task; use other objects, same methods.	Before pretending to use the next object, you will want to again have five objects set out. (Some of these may be objects that were already used). Pretend to use one. If the correct answer is not given, repeat the pantomime, then give one additional clue at a time until the child correctly responds. Encourage the entire group to pretend to use the object. Continue this way until several objects have been pantomimed and labeled.

LESSONS FOR ANOTHER DAY:

- Call on one child to stand in front of the group and to pretend to use one of the objects. If the children need more clues, help the child give them--*(What color is the thing you're pretending to use?)*. The child who correctly identifies the object can then get up and pantomime the use of another object.

- Have pictures of common kitchen utensils, articles of clothing, tools, or toys cut out from catalogs. Give each child a picture; then call on one child to pretend to use the object, following the above methods.

- Have several objects set out. Ask one child to close his eyes and put his head down. Hold up an object so the rest of the class sees it, then set it back down. When the child opens his eyes; all the other children can pretend to use the object that you held up. Can the child who had his eyes closed guess which object is being imitated?

DETECTIVE LESSON

The Case of the Unknown Objects

GOAL:

To identify an object by using clues which involve one or more of the five senses (sight, smell, touch, sound, and taste).

MATERIALS:

A pillow case (preferably colored) or a large scarf and a variety of items which have a distinctive smell. Suggested items are:

- bottle of cologne
- jar of hand cream
- can of shaving cream
- tube of toothpaste
- large bar of soap
- pepper shaker
- bottle of liquid soap
- bottle of ketchup or mustard

STEPS:

1. Set up materials.

   The children should not see the items before the lesson; have them concealed in a large bag within your reach. Start out by placing the pillow case or scarf on the table.

2. Let the children know what is expected.

   Tell the children, *I want you to be detectives. Now put on your pretend detective badges.* Lean forward and whisper softly, *A mysterious object will make its appearance in this pillow case. See if you can guess what the object is from the clues you get.*

3. Give the first clue by placing an object inside the pillow case.

   Without showing the object to the children, place it in the pillow case, then place the pillow case back on the table, taking care that the outline of the object can be seen within the folds of the pillow case. Call on a child to name the mysterious item.

4. Praise the child for a thoughtful answer.

   If the child answers correctly, praise him for being a good detective; then proceed to Step 6. If the child gives an incorrect answer, tell him, *That's a good answer but you didn't guess what's inside the pillow case.*

(Unknown Objects, cont'd)

5. If the object is not identified, give additional clues.	Keeping the object hidden inside the pillow case, carefully open the bottle or container. Let each child come up and smell the object through the pillow case. Again ask for the object's identity. You can then, if necessary, let the children feel the object through the pillow case. You might also give a verbal clue (for example, *We put this on our tooth brush every morning.*).
6. Get the group involved.	After the object has been correctly identified, take it out of the pillow case. Let the children pass it around, smelling, and examining the item.
7. Repeat the task, use other objects, same methods.	Put the next item into the pillow case. Call on a child to identify the item by seeing its shape through the cloth. Give additional clues as needed, encouraging the children to smell, feel, or listen to a description of the object. Continue until all objects have been identified and then passed around.

LESSONS FOR ANOTHER DAY:

- When eating different foods, ask the children to guess what ingredients are inside. Cookies or bread, for example, have several ingredients: flour, eggs, butter, salt, etc. Can they guess some of these by seeing, smelling, and tasting the food? Discuss ingredients in other food; pancakes or waffles; vegetable soup; bread; mayonnaise, etc.

- Repeat the original lesson, this time using objects that make sounds rather than objects that have smells. Possible objects are drum, xylophone, bell, wind-up toy, transistor radio, etc.

DETECTIVE LESSON

The Mystery of the Clay Imprints

GOAL:

To decide which object in an assortment of objects left an imprint in clay; to replicate that imprint in another piece of clay.

MATERIALS:

- A generous amount of soft clay or play dough for each child.

- Sets of objects which can make imprints in the clay. Every set should have an object for each child in your group. (With a large group, you might want children to share the objects). Following is a list of possible objects:

pennies	screws
bottle caps	buttons
small blocks	macaroni
marbles	crayon stubs
keys	rings from pop-tops on cans
washers	

STEPS:

1. Set up materials.	Have all objects in the same set in a separate container (such as a paper cup). Place all containers in the middle of the table where the children can see them.
2. Let the children know what is expected.	Tell the children, *I want you to be detectives. I'll give you a clue: While your eyes are shut, I'll make a mark on someone's clay. When you open your eyes, I want that person to tell me what I used to make that mark. Now get ready...put on your pretend detective badges.*
3. Give the first clue by making an imprint.	Ask the children to close their eyes. Quickly take one of the objects, pressing into a child's piece of clay so that a clear mark is left. *Now open your eyes. Does your clay have a mark in it? What made that mark?*

(The Mystery of the Clay Imprints, cont'd)

4. Praise the child for a thoughtful answer.	If the child answers correctly, praise him for being a good detective; proceed to Step 6. If the child gives an incorrect answer, tell him, *That's a good guess, let's try it and see.*
5. If the problem is not solved, give more specific clues.	Ask the child to take the object that he chose and to make a print with it. Encourage the other children to help him conclude that he chose the incorrect object. At this point, you can give additional clues by pointing out various characteristics of the work: it is round or curved. Encourage the child to look carefully at the different possible objects and help him compare the shapes, then to try again by pressing another object into his clay. Continue until the child has chosen the correct object.
6. Get the group involved.	Tell the children, *I used a (bottle cap) to make that mark. Now let's all make the same mark by using (bottle caps) in our pieces of clay.*
7. Repeat the task, use other objects, same methods.	Before making a mark in another child's piece of clay, ask the group to *erase* their marks by squeezing and working the clay. Then ask the group to close their eyes again while you make a different mark in another child's clay. Continue The same way until each child has had a mark made in his or her piece of clay.

LESSONS FOR ANOTHER DAY:

- Choose one child, ask all others to close their eyes while this child chooses an object and makes a mark with it in his clay. The others can then open their eyes and try to replicate the mark in their own pieces of clay.

- Repeat the original lesson, this time using leaf rubbings instead of clay imprints. Use a variety of leaves, marking their imprints with the sides of crayons on lightweight paper.

DETECTIVE LESSON

Tracking Clues

GOAL:

To use several clues to solve a mystery.

MATERIALS:

- A small paper bag
- Three small plastic bags
- A box
- An apple

Before the lesson, peel and slice the apple. Put the cut-up apple inside one of the plastic bags, then place it into the box. Put the seeds from the apple into one of the plastic bags, the peelings into another; place these two bags into the box, too.

STEPS:

1. Set up materials.

   Have the box containing the bags next to you. Be sure the children cannot see inside the box.

2. Let the children know what is expected.

   Tell the children, *I want you to be detectives. I'm going to read you a mystery; I'll also give you some clues to solve this mystery. If you know the answer, don't say it until the end of the story.* Tell the children to put on their pretend detective badges.

3. Begin the story; give the first clue.

   Read the following story: *Tyler's Dad picked him up from school. They walked to their apartment building. As they started to climb the stairs, Tyler realized he was hungry.*

   Tyler's Mom always left Tyler a snack. Each day he tried to guess what the snack would be. As his Dad unlocked the door, Tyler came upon the first clue; he smelled something. This is what he smelled. (Pass the paper bag under each child's nose so that everyone smells the apple. Be sure the children do not peek inside the bag).

(Tracking Clues, cont'd)

4. Continue the story, give the second clue.	*Tyler went inside his apartment. Just as he got outside the kitchen door, he looked down. There, on the floor, he found the second clue.* (Take out the bag containing apple seeds; pass it around so all can see it).
5. Conclude the story; give the final clue.	*Then Tyler found another clue on the kitchen counter. Now I know what my snack is, said Tyler. This is what he found.* (Pass the bag which has the apple peelings).
6. Ask for the solution to the mystery.	*Now, how many of you detectives solved this mystery? Raise your hand if you know the answer.* Let the children answer; then open the bag which contains the apple slices. *You used the clues to decide that Tyler's snack is an apple. You were good detectives!*

LESSONS FOR ANOTHER DAY:

- Make a mystery out of different things during the day. For example, before snack is set out, ask the children to see if they can guess what it is; then give them clues. On a day that you're having pudding, set out the spoons and bowls. Ask them to think about what it could be. Then, tell them you used milk to make it--and that it's chocolate-flavored.

- Read the following mystery one day during story time. (You might want to use a picture of a girl cut from a magazine and call this girl Jennifer.)

  Everyday the newspaper was delivered to Jennifer's front step. Yesterday, Jennifer was playing with blocks when she heard the thump as the rolled-up newspaper hit the front step. She put her blocks away, then ran outside to get the newspaper for her mom.

  Oh no! The newspaper was gone! Where was it? Jennifer decided to look for clues.

  First, Jennifer found muddy paw prints on the porch. Then she saw a little piece of fur caught in the bush in the front of the porch. Then, Jennifer walked to the back of the house.

  There she saw Snappy, her dog, lying in front of his dog house. When he saw Jennifer, he put his ears back and his head down.

  Aha! said Jennifer. I know where the newspaper is! Do <u>you</u> know where the newspaper was?

  Solution: In the dog house.

DETECTIVE LESSON

Flying Detectives

GOAL:

To find the location that fits a verbal description

MATERIALS:

- a paper airplane for each child

STEPS:

1. Set up materials.	Have the paper airplanes lined up in front of you.
2. Let the children know what is expected.	Tell the children, *Today I want you to be flying detectives. You will each have an airplane. But planes need special places called runways to take off from and to land on. I will call on one of you at a time to find a special runway. Now put on your detective badges and get ready.*
3. Give the first general clue; then give more specific clues.	Call one child's name--*Pilot Mandy, calling Pilot Mandy. Find a runway that looks like a rectangle. (pause) It has four legs.*
4. Praise the child for a thoughtful answer.	If the child indicates a table, praise him or her for being a good detective; then proceed to Step 6. If the child does not respond with the correct answer, say, *Listen carefully now. I'll give you another clue.*
5. If the riddle is not solved, give additional clues.	Give more clues by describing the location in greater detail. For example, *Your runway is made of wood (pause)... we eat snacks at it (pause)... it's in the middle of the room.* As soon as the child finds the correct location, let him or her make the plane take off from there.
6. Get the group involved.	*Mandy's plane is taking off from its special runway. Now all of you can take off from there.* Allow the children to choose planes and to take off from the same runway. After a few seconds, ask all pilots to land their planes on *Mandy's runway.*

(Flying Detectives, cont'd)

7. Repeat the task; use different runways.	Gather the children together once more; then call on another child to find a hidden runway. The runways will, of course, depend on objects in your room--a chair, a bookcase, the piano, the doll bed, the easel. Start out with a general clue (color or shape); then add more specific clues. Once the runway has been identified and the pilot has taken off, let the other children use the same runway for taking off and landing. Repeat with several or all of the children in your group.

LESSONS FOR ANOTHER DAY:

- Play *Plane Crash* using just one plane at a time. Call on one child to *crash* the plane in a hidden place while the other children have their eyes closed. Then have the children open their eyes and listen to your first clue. As they search for the plane, you can give them one additional clue at a time until the plane is located. Remember to start with a general clue, such as, *It's under something green;* then give more specific clues. The child who finds the crashed plane can then be the one to hide the next one.

- Adapt the activity to a game of *Hide and Seek* outdoors. Use a small object, such as a marble. Call on one child to hide it while the others close their eyes. Then ask them to open their eyes, listen to the first clue, and begin their search. Give additional clues as needed.

DETECTIVE LESSON

Detecting Special Days

GOAL:

To identify a holiday from picture clues

MATERIALS:

- chalk and a chalkboard (colored chalks are optional)

STEPS:

1. Set up materials.	Have a list of clues for each special day (see Step 5). Ask the children to sit in front of the chalkboard.
2. Let the children know what is expected.	Tell the children, *I want you to be detectives.* Ask them to put on their pretend detective badges. *I'm going to give you clues about special days; I'll draw pictures on the chalkboard. When I call on you, tell me what special day the clues are telling you about. I'll give you more than one clue for each day.*
3. Give the first clue by drawing the first picture.	Going to the chalkboard, draw a symbol appropriate for a special day. (This first clue might be appropriate for other special days, too. For example, for Christmas, you might draw a picture of a present with a bow.) Call on a child to identify the object that you have just drawn.
4. Give more specific clues.	Encourage the children to think of special days on which they might get a present. Then draw another clue--for example, a wreath. After the children label the wreath, draw one more picture--a Christmas tree. Then call on a child to identify the special day. (If necessary, give a verbal clue--Santa Claus comes on this day.) After the holiday is identified, ask the children to name other things which remind them of that day--reindeer, ornaments, sled, Santa's toy bag, etc. Then erase the board and draw a picture for the next holiday. Continue as above.

(Detecting Special Days, cont'd)

5. Repeat the task; use other pictures and holidays same methods.

Other special days and pictures for these days are:

- birthday (present, cake, candle)
- Valentine's Day (flowers, candy, heart)
- Easter (basket, egg, rabbit)
- Hanukkah (present, candle holder, top)
- Halloween (bag, witch's hat, jack-o-lantern)

Remember to pause after each picture so the children have time to think and to give verbal clues only if necessary. Encourage the children to think of as many other symbols of these special days as possible.

LESSONS FOR ANOTHER DAY:

- Give the children crayons or markers and paper. Ask each child to draw a picture of things which remind him of his favorite holiday or special day. (Give assistance to any child who needs it.) Collect the pictures and hold up each picture, one at a time; ask the children to identify objects and finally to name the special day for that paper.

- Put an assortment of greeting cards representing special days in a bag. Include at least two cards for each holiday and use cards that clearly suggest special features of a given holiday. Tell the children, *Today we're going to be holiday messengers. When it is your turn, put your hand in the bag and take out a card. Tell us which holiday goes with that card.*

DETECTIVE LESSON

The Mysterious Alphabet Machine

GOAL:

To recognize the initial sound in his or her name.

MATERIALS:

- A cardboard box with a slot cut in the bottom so that an index card can pass through. Above the slot, print the words, *The Mysterious Alaphabet Machine*. You may want to decorate the box with lightening streaks, ghost outlines, and bats.

- Index cards on which you have printed the initial letter of each child's name. Make at least three such cards for each child.

STEPS:

1. Set up materials.	Have the box on a table with the open side facing you and the slot facing the children. Keep the index cards in a pile, behind the box.
2. Let the children know what is expected.	Tell the children, *I want you to be detectives.* Ask them to put on their pretend detective badges. *You'll have to think very hard today because Dolores the Detective won't be here to help us.* Talk about *The Mysterious Alphabet Machine: This machine will make a sound. Listen carefully! If your name begins with that sound, raise your hand. If you are correct, the machine will give you the letter that makes that sound.*
3. Give the first clue by making a beginning sound.	Choose one of the cards and make the appropriate sound for that letter. If a child whose name begins with that sound raises his hand, push the card through the slot from inside the box; tell that child to take the card. Praise him for being a good detective, then proceed to step 5.

(Alphabet Machine, cont'd)

4. If the riddle is not solved, give additional clues.	Remind the children to listen carefully; repeat the sound. If the correct child still does not raise his hand, start to push the card through the slot so that part of the letter shows, but continue to hold on tightly. If necessary, let the entire letter show, but do not let anyone take the card until the correct child raises his hand. You might even have to repeat the sound, then say the rest of the child's name. Once the correct child raises his hand, let him hold on to the card.
5. Get the group involved.	Ask that child to then hold up his card. *Let's all say the sound.* Repeat the sound with all the children, then let the child keep his card.
6. Repeat the task; use other letters, same methods.	One by one, go through each of the index cards. Always start with the initial sound and give additional clues only as needed. After a particular child has identified a card as his, encourage the entire group to repeat that sound as the child holds up the letter.

LESSONS FOR ANOTHER DAY:

- Repeat the above activity, this time using the children's last names. (Before this lesson, you might want to discuss with the children what their last names are and what the beginning sounds are).

- Personalize *mail* boxes or coat hooks by making cards to put on or above them. Print each child's first name on a separate card, making the initial letter larger than the rest. Ask the children to listen for their beginning sound as you hand out the cards. Let the children decorate their cards with crayons or magic markers while you go around to each child, asking him or her to repeat the beginning sound, then help the children tape them to their mail boxes or coat hooks.

DETECTIVE LESSON

Who Am I?

GOAL:

To recognize one's own description from verbal clues given by a puppet.

MATERIALS:

- A puppet

- A large mirror (preferably full-length)

STEPS:

1. Set up materials; prepare the group.

   Ask the children to line up, one behind another, in front of the mirror. As each child approaches the mirror, tell him to look carefully at his image. Point out eyes, hair, clothes, etc. Then ask that child to go sit down. Repeat this until each child has had a chance to carefully look himself over. When all children are seated, introduce the puppet to the group.

2. Let the children know what is expected.

   Then tell the children, *"I want you to be detectives. Now put on your pretend detective badges."* Have the puppet tell the children that he wants to play a game with them. *"I'll see what kind of detectives you really are! I'm going to describe one of you, but I won't say your name. If I'm talking about you, raise your hand."* Remind the children to sit quietly unless they hear their own description.

3. Give the first clue; then give more specific clues.

   Have the puppet start out by giving a general description of a child. For example, *"I'm thinking about a girl I like a lot. She has pretty curls."* Pause for a couple of seconds to allow the children to think about the description; then have the puppet continue giving more specific clues, one at a time, until the child being described raises her hand. (Specific clues could be hair color, eye color, kind of shoes, clothes, etc.)

(Who Am I? cont'd)

4. Review the clues; praise the child for recognizing his/her description.	When a child raises her hand, ask that child to stand once more in front of the mirror. Repeat the clues while the child compares her image to the puppet's description. Then have the puppet praise that child for being a good listener and a good detective.
5. Repeat the task; describe other children, using same method.	Then have Mr. Puppet describe another child. The first clue should be general, followed by more specific clues. When the child being described raises his or her hand, remember to have that child look in the mirror while you repeat the clues. Continue until each child has been described by the puppet.

LESSONS FOR ANOTHER DAY:

- Divide the children into two-member teams. Hand out crayons or markers and paper; have each child draw a picture of his partner. (Go around to each child as he works, giving assistance when necessary.) Print the name of the child drawn on the back of each picture; then collect them. Hold up each picture; ask the children to raise their hands when they see themselves in a picture. Give additional verbal clues as needed.

- If the children in your class have gotten to know each other quite well, repeat the original lesson. This time have Mr. Puppet include non-physical descriptions, too. For example, *"This child likes to climb."* You might also repeat the original lesson after allowing the children to "dress up" in costumes or dramatic play clothes.

DETECTIVE LESSON

Who Said That?

GOAL:

To name the worker most likely to make a particular statement.

MATERIALS:

- A chair for each child, and one for the teacher.
- Clues for several different community workers (see "Script for Workers Talking on the Bus").

STEPS:

1. Set up materials.	Arrange the chair in a straight line, facing forward, one behind another. Place your chair at the head of the line. Ask the children to sit in the chairs, while you, for the moment, stand to the side of the chairs. (Be sure to have your "script" close at hand.)
2. Let the children know what is expected.	Tell the children, *"Let's pretend you're detectives again; this time you're riding on a bus. I'll be the bus driver. Ready, detectives? Put your pretend detective badges on . . . let's go!"* Take the driver's seat; after pretending to drive the bus for a few seconds, stop suddenly. Tell the children that the bus has a flat tire. While it's being fixed, you want them to listen to other people on the bus. *"Since you're good detectives, I think you'll be able to guess who these people are. Listen carefully!"*
3. Give the clues for the first worker by reading Part A from the script at the end of this lesson.	Sitting so that you are now facing the children, read the words spoken by a worker. For example, the first one is: *"How long before the tire is fixed? I have to get to the office to see some sick boys and girls."* Then call on a child to identify the worker who just spoke.

(Who Said That? cont'd)

4. Praise the child for a thoughtful answer.	If the child answers correctly, praise him for being a good detective; proceed to Step 6. If the child gives an incorrect answer, tell him: *"That's a good guess, but I think you need more clues."*
5. If the riddle is not solved, give more specific clues.	This is the time to give additional clues. In this case, tell the child that the person talking uses a stethoscope. If another clue is needed, say that the person also used a thermometer. If necessary, give the child a choice between two workers: *"Is it a doctor or a painter?"*
6. Repeat the task, using the scripts for other workers.	Follow the same methods with other workers. Sometimes, the first clue will be enough for a child to identify the worker; other times, you will need to give one or two additional clues. Do this until several workers have been identified. Conclude the activity by announcing that the tire has been fixed; pretend to start the bus again, drive for a few seconds, then tell everyone that they've finally arrived and it's time to get off the bus.

LESSONS FOR ANOTHER DAY:

- Play the game again. This time, write the jobs on slips of paper. Let each child draw one before he or she gets on the bus. Whisper to each child what he or she will be. Let the child provide the dialogue for that worker as the others try to identify it. Try using different workers this time: secretary, teacher, dentist, bus driver, homemaker, janitor, etc.

- Play charades. Whisper to a child what he or she should be; then let him or her pretend to be that worker, doing that job. The other children can guess who the worker is. Let each child have a turn acting.

Script for Workers Talking on the Bus

for

DETECTIVE LESSON

Who Said That?

A. *"How long before the tire is fixed? I have to get to the office to see some sick boys and girls."* (Doctor or nurse.) Additional clues: *This person uses a stethoscope . . . and sometimes a thermometer.*

B. *"Do you think I will get to work on time? I have to put on my orange wig and my big red nose."* (Clown.) Additional clues: *This person also wears funny looking clothes . . . and makes people laugh.*

C. *"I hope my wife got that part I need for my tractor. I'll have to get back to work, plowing the field, as soon as I get home."* (Farmer.) Additional clues: *This person raises cows and pigs . . . and has a barn.*

D. *"I think I dropped my glove on this bus. Can anyone find it? I need it to play in tonight's game."* (Baseball player.) Additional clues: *This person also uses a baseball . . . and a bat.*

E. *"I have to bake sixty loaves of bread and six hundred cookies today. I wish we'd get going."* (Baker.) Additional clues: *This person also uses bowls when he works . . . and sometimes pots and pans.*

F. *"I hear a siren and see smoke by that house. They're going to need my help."* (Firefighter.) Additional clues: *This person is good at sliding down poles . . . and sometimes drives a big red truck.*

G. *"It looks like those two cars were in an accident. I'd better go check it out; they'll need to tell me what happened."* (Police officer.) Additional clues: *This person wears a badge . . . and usually wears a blue uniform.*

H. *"I hope the tire gets fixed soon. I have to get back to work on the house that I'm building."* (Carpenter.) Additional clues: *This person works with a hammer . . . and a saw.*

DETECTIVE LESSON

Animal Imitations

GOAL:

To name the animal that is being imitated.

MATERIALS:

A list of animals that will be easy to imitate. Suggested animals are elephant, monkey, lion, snake, rabbit, horse, bird, frog.

STEPS:

1. Prepare for the lesson.	Have your list of animals with you. Gather the children together and ask them to sit on the floor.
2. Let the children know what is expected.	Tell the children, *"I want you to be detectives."* Encourage them to put on their pretend detective badges. *"I'm going to choose one of you to pretend that you're an animal. You will have to move just like that animal. The rest of you detectives can guess what animal he (she) is pretending to be."*
3. Ask a child to give the others the first clue by imitating an animal.	Call a particular child over to you; whisper an animal to that child. Then ask the child to pretend to be that animal. (At this time the child should not make any sounds.) Then call on a child to name the animal that was imitated.
4. Praise the child for a thoughtful answer.	If the child answers correctly, praise him for being a good detective; proceed to Step 6. If the child gives an incorrect answer, tell him: *"That's a good guess, but it's not the animal that (child's name) is pretending to be."*
5. If the riddle is not solved, give more specific clues.	This is the time for additional clues. Ask the child to repeat the imitation, this time making the animal's sound. (Not making a sound could also be a clue as to which animal is being imitated.) If necessary, you could give verbal clues, one at a time, until the correct answer is given.

(Animal Imitations, cont'd)

6. Get the group involved.	*"Chris pretended to be an elephant. Now let's all pretend to be one."* Praise the children for their imitations, then ask them to sit down again. Call on a different child to come up to you.
7. Repeat the procedure, suggesting other animals.	Whisper another animal to the next child. Ask the child to imitate this new animal, first without making a sound. If more clues are necessary, ask the child to repeat the imitation making an appropriate sound; then give additional verbal clues, one at a time, until the child called on correctly responds. Encourage the entire group to imitate the animal. Continue this way until several animals have been imitated and labeled.

LESSONS FOR ANOTHER DAY:

- Do a similar activity using verbal clues for animals that might be hard to imitate: zebra, giraffe, leopard, goat, chicken, etc. After the animal you describe has been identified, ask a child to pretend to be that animal; then ask the rest of the group to join in.

- Ask the children to imitate inanimate objects: slides, swings, scissors, chairs, etc.

DETECTIVE LESSON

The Mysterious Man from Mars

GOAL:

To solve riddles.

MATERIALS:

The list of "Martian Riddles" following this lesson.

STEPS:

1. Prepare for the lesson.	Have the list of "Martian Riddles" with you. Gather the children together.
2. Let the children know what is expected.	Tell the children, *"I want you to be detectives."* Encourage them to put on their pretend detective badges. *"I'm going to tell you a story about a man from outer space. His name was Marvin, and Marvin came from Mars. Marvin was here on earth for two weeks, and he saw many strange things. When he got back to Mars, he wanted to tell the other Martians what he saw. The trouble was that he couldn't remember the strange names that people on earth called things. Since you're such good detectives, let's see if you can listen to Marvin's clues and tell us what he's talking about."*
3. Give the first clue in the first riddle.	Read the first clue in Riddle #1: *"The first thing Marvin saw was a great big red truck."* Then call on a child to tell what he thinks Marvin saw.
4. Praise the child for a thoughtful answer.	If the child answers correctly, praise him for being a good detective; proceed to Step 6. If the child gives an incorrect answer, tell him: *"That's a good guess, but I don't think that's what Marvin is talking about."*
5. If the riddle is not solved, give more specific clues as needed.	You might first want to re-read the first clue; then give additional clues, one at a time, until someone guesses the correct answer. For example, in Riddle #1, after re-reading the first clue (*"The first thing Marvin saw was a great big*

(The Mysterious Man from Mars, cont'd)

	red truck"), give an additional clue (*"It had a ladder on it and also a hose"*). If still no one has guessed it correctly, give another clue (*"As it went down the street, a very loud strange noise came out of it"*).
6. Repeat the task, reading one clue at a time from each riddle.	Tell the children about some other places or objects that Marvin saw, using each of the riddles. You might want to make up additional riddles; try to start with a general clue, then continue with more specific clues until the riddle is correctly solved. Conclude the lesson by complimenting the children on being good detectives.

LESSONS FOR ANOTHER DAY:

- Give the children clues about characters in familiar fairy tales or nursery rhymes. Ask them to tell you who you are describing.

- Place a variety of objects in a bag (book, spoon, pencil, scissors, ball, rock, etc.). Call on one child to describe one of the items in the bag without telling the name of the item. Call on another child to identify the item, then let that second child describe one of the objects.

Martian Riddles

for

DETECTIVE LESSON

The Mysterious Man from Mars

1. *The first thing Marvin saw was a great big red truck. "What is this?" Marvin thought. . . . It had a ladder on it and also a hose. . . . As it went down the street, a very loud, strange noise came out of it.* (Fire truck)

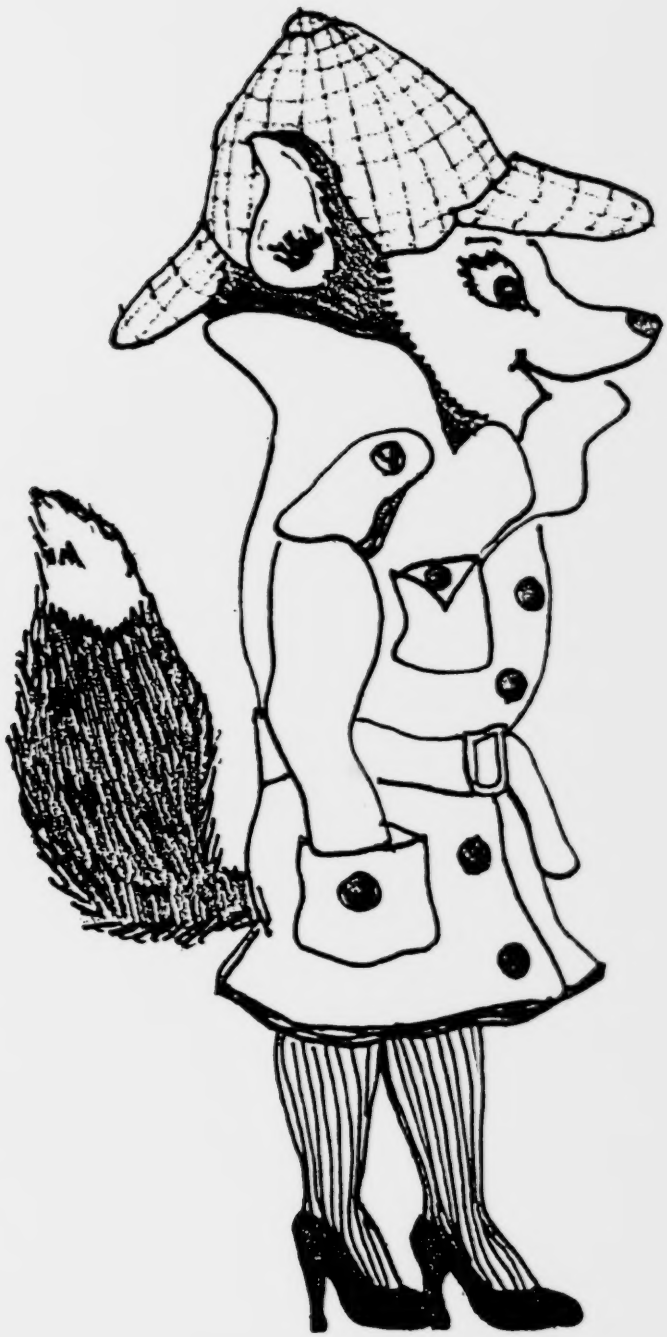
2. *Marvin saw another vehicle coming toward him. This one was yellow and a lot of children were riding on it. . . . It finally stopped in front of a school. . . . The door opened and many children came out holding bookbags and lunches.* (School bus)

3. *Next Marvin walked into a big building that had many tables. "What kind of place is this?" he thought. People were sitting at the tables; they were eating and drinking. . . . Other people were walking around carrying food to the tables. . . . A few people wore big white aprons and were cooking lots of different kinds of food.* (Restaurant)

4. *Then Marvin walked into another building. "Now where am I?" he thought. In this building, people were pushing carts and putting different kinds of food in the carts. . . . One part of this building had many vegetables and fruits; another part had cans piled up; still another had loaves of bread stacked on shelves. . . . Some people lined up their carts while a person behind a counter took the food out and put it into brown paper bags.* (Grocery store)

5. *Next Marvin walked into some big tents. "What kind of place is this?" he wondered. Inside, he saw the strangest-looking creatures: some had bright red noses and great big feet, some wore clothes that sparkled; one had a very tall hat. . . . One person was leading an elephant around; another was riding a horse in a circle while another person was walking across a thin rope. . . . There were many different kinds of animals.* (Circus)

6. *Just before Marvin went back to Mars, something strange that he had never seen before came down from the sky. It was very cold and white and soft. Do you know what it was? . . . Some creatures were making balls out of it and throwing them at each other. . . . There were some great big machines pushing it out of the way.* (Snow)



IVAN INVENTOR

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Introduction to Inventor Lessons

Inventor thinking is at the heart of creativity. It is similar to what we often call "brainstorming"--coming up with many solutions or answers to a single question. In inventor thinking, there is no right answer. We want children to think of lots of responses and to feel free to express very unusual or even wacky ideas.

In order to encourage children's creativity, we need to push children for as many ideas as they can give us. Even when they are "all thought out," we ask them to come up with just one more idea. Often it is these later responses--when the brain is forced to strain--that are the most creative, unique or ingenious. At the same time, while we challenge children to come up with more and still more ideas, we let them know by our words and body language that all ideas are acceptable and will be valued.

Ivan the Inventor symbolizes the kind of thinking that is used in these lessons. By identifying with Ivan and putting on imaginary inventor's spectacles, the children can prepare themselves to be inventors. By mentioning Ivan and helping the children prepare to be inventors, you can let the children know what kind of thinking you are expecting during a given activity.

Ivan has certain qualities that make him a very creative inventor. He is good at thinking up lots of ideas; he doesn't give up easily. He pushes himself for more ideas, and he is especially proud of his strangest and most unexpected responses. Ivan is always ready to surprise people by seeing things in a new and different way.

Children can learn to be more creative by practicing and by being challenged to produce a variety of answers to a single question. In a world that changes as quickly as ours does, nothing could be more helpful to a child than to be able to see things in a lot of different ways. By developing the creative ability of children, we help them to cope better with the challenges their lives will bring and to tap their own potential to solve problems in unique ways.

A STORY ABOUT

IVAN THE INVENTOR

Today I want you to meet another friend of mine who has a different way of thinking. His name is Ivan, and he likes to think up lots and lots and lots of different ideas. Ivan is an inventor which means that he is good at thinking up ideas and seeing things in a new way. Inventors make up things that may surprise other people. When Ivan gets ready to do his inventing, he puts on his special inventor spectacles.. They help him think of new ideas and see things in a different way. See Ivan's spectacles here in his pocket--they are like eye glasses. He takes his spectacles out of his pocket and carefully places them on his nose, pulling the frames over his ears. Watch how I take my inventor's spectacles out of my pocket and place them on my face (DEMONSTRATE). Now I'm ready to see things differently. Let's all put on our inventor's spectacles and get ready to think of lots and lots and lots of ideas and to see things in a new way. Are you all ready to be inventors?

One day Ivan the Inventor was in his laboratory when he noticed an old bottle up on one of the shelves. "What a neat bottle," exclaimed Ivan. "I never noticed it before. What are all the things I could do with that bottle?" Ivan got out a pencil and some paper and decided to make a list of all the things he could do with the interesting looking bottle. But first he remembered to take out his inventor's spectacles and to place them carefully on his face. Now he was ready to think of lots of ideas. Ivan wrote on the paper:

Place a flower in it
Draw a picture of it
Spin it like a top
Place it under the window to keep it open
Blow into it and make a noise
Tap it and hear it ding
Use it as a candle holder

"Boy oh boy," thought Ivan, "those are some really good ideas, but I bet I could think of some really different ones. I need to see things in a new way and not get stuck." So he pushed his glasses back on his little pig nose (DEMONSTRATE) and started to write again:

Put a miniature spaceship in the bottle
Rub the bottle and see if a genie appears
Make it into a rattle with stones inside
Throw the bottle in the trash
Put some magic potion in it
Cover the bottle with wall paper
Use it as a rolling pin
Make it into a wall hanging
Make it into a sail boat

"Boy oh boy," thought Ivan, "my ideas are getting really wacky. I'm pretty good at seeing things in a new way. One more try!" And he pushed his spectacles up on his nose and wrote:

Look through the bottom of the bottle
See if I can get my finger stuck in it
Put a message in it and throw it in the ocean
Catch a lizard to keep in it
Put a gift in it for my mom

"That's it! That's it!" Ivan was so happy. He figured out what he would use the bottle for--to wrap his mother's birthday gift. Now all he needed to do was to decide what the gift was that would go inside the bottle, but he would save that inventing job for another day.

TEACHING SKILLS FOR INVENTOR LESSONS

Skills	Hints
1. Gather all necessary materials before beginning.	Have all items organized and ready to use: objects for brainstorming; chalkboard or chart paper for listing responses.
2. Set activity up so all can see and hear.	Be sure there's adequate space for involvement and that potential distractions are removed.
3. Present activity with interest and enthusiasm.	Use a varied and dramatic tone of voice. Children will pick up on your own interest and enthusiasm.
4. Use a "buzz phrase" so children know what's expected of them.	Let the children know how they will be involved in the activity. *"Today we're going to be inventors."* Have the children put on their pretend inventor's spectacles.
5. List all the ideas given on a large sheet of paper or on the chalkboard.	Show that each idea is important by writing it down for all to see. Repeat each idea as recorded in order to show the great variety of ideas given and to help generate new ones.
6. Listen to and accept all thoughtful responses.	Acknowledge all efforts. Phrases like *"I can see you're really thinking"* and *"That's an interesting idea"* give attention to individual effort. If it's unclear how a response relates to the problem, ask the child to explain. *"That's an interesting idea. Tell us how it will help us solve our problem."*
7. Avoid making value judgments. Treat all responses equally.	Present the creative thinking task in as objective a manner as possible. Avoid leading questions. The ideas should be the children's.
8. Pause, read back the list and ask for additional responses.	Press for as many new and unusual ideas as possible. Even after all ideas seem exhausted, ask each to come up with one more idea. Phrases like *"What's still another way to do _____?"* encourage greater thought and originality.

(Teaching Skills for Inventor Lessons, Cont'd.)

Skills	Hints
9. Phrase questions in a different way to encourage additional responses.	Think of another way to ask the same question. Phrases like *"Imagine yourself using _____ at home or outdoors. In what ways would you use this _____?"* Give more information that will help stimulate new ideas.
10. Ask for responses from a majority of the class.	Involve as many children in the brainstorming as possible. Make eye contact with each and address specific individuals who may need it. *"What's a way you think you could use this _____, Ray?"*
11. Ask for more information or detail about responses given.	Encourage children to offer as much detail as possible. Phrases like *"Tell us a little more about that idea"* and *"Give us some more information."* Ask children to think through their ideas more fully.
12. Summarize the class's accomplishments.	Close the lesson by highlighting the group's main accomplishments. *"In this inventor activity we found out how many ways you could _____."* Acknowledge all inventor's efforts. *"You've all worked hard at being inventors. Good work!"*

MODEL INVENTOR LESSON

Inventing Different Uses

GOAL:

To list a variety of uses for objects

MATERIALS:

- a familiar object (select on of the following: rope, material scrap, newspaper, shoebox, cellophane, pipe cleaner, egg carton)
- chalkboard or chart paper, chalk or marker
- paper, crayons or felt pens

STEPS:

1. Gather materials.	Have all items organized and ready to use. Select a familiar object to introduce. Have a chalkboard or chart paper nearby.
2. Prepare children to be inventors.	*I'm going to ask you to be inventors for this activity. What do I mean by that word?* Pause for responses. Adapt children's responses when necessary.... *A person who creates or thinks up ideas ...* Have everyone put on their pretend lab coat and take out their spectacles.
3. Introduce the idea of inventing new uses for the object.	*I'm going to show you an object you've seen before. For this activity I want you to invent or think up different ways to use this object--ways we might not have thought of before. This is the object.* Hold up the object for all to see.
4. Write down ALL the ideas given.	*Ok inventors, what are some ways to use this _____? Tell me your ideas one at a time so we can hear everyone's idea. I'll write down the ideas you tell me so we can keep track of them.* As each child offers an idea write it down on the chalkboard or chart paper so all can see. Accept all ideas especially unusual or "far out" ideas and treat each response equally.

(Inventing Different Uses, con't.)

5. Read back the list and ask for more ideas.	After children have exhausted their ideas read back the list. Give attention to the wide variety of ideas given. *These are all good ideas you've thought up.* Push for additional ideas. Phrase the question in a different way to help generate new ideas. *What are still some other ways to use this _____? Think about some things you could do with this _____ at home, at school, playing outdoors.* Allow time for additional responses. Encourage responses from a majority of the class. Add these new ideas to the list. When you've pressed for as many new ideas as possible, again read back the list.
6. Acknowledge all inventors' efforts.	Acknowledge the hard work that went into the ideas given. *All of these different ideas show what good inventors you are. Good work!*
7. Ask for more information or detail.	*Now we're going to play a second game using these ideas. I'll read you back the list again. Choose your favorite idea.* Point to the list of responses. *Don't tell us what it is. Think about how you would use the _____ in that way. One at a time you can come up and pantomime or act out the idea without using words. We'll try and guess what the idea is.* Allow time for as many to get involved as possible. A second variation for encouraging more detail is to ask children to pick their favorite idea to draw. Then ask each to tell you about his/her picture, encouraging each to offer as much detail as possible.

LESSONS FOR ANOTHER DAY:

- Introduce the activity a second time using an unfamiliar object (see suggestions under materials). *I'm going to show you an object you haven't seen or used before. You will have to be inventors and think up possible ideas for using this object.* Hold up an unfamiliar object such as a seam ripper, nutcracker, or corkscrew. Continue using above steps.

INVENTOR LESSON

Inventing Reasons for Feelings

GOALS:

To list a variety of situations that are associated with different emotions.

MATERIALS:

- Pictures of people showing a range of emotions (pictures are included following the lesson).
- Chalkboard or chart paper; chalk or pen.
- Paper, crayons or felt pens for each child.

STEPS:

1. Gather materials.	Have the emotion pictures, a chalkboard, paper and crayons within reach.
2. Prepare the children to be inventors.	*I'm going to ask you to be inventors for this activity. What does it mean to be an inventor? Remember our story about Ivan the Inventor ...* pause for responses. Add to or adapt the children's answers if necessary. *An inventor is someone who creates or thinks up ideas..... Let's get ready to be inventors. Put on your inventor's spectacles.* Pantomine putting on spectacles.
3. Introduce the idea of inventing reasons for feelings.	*This activity has to do with feelings. I'll show you a picture of someone having a certain feeling. After we decide what the feeling is, I want you to invent or think up reasons why the person is having that feeling.* Hold up the first picture. Decide as a group what feeling is shown. *What are all the things that might have happened to make this person (angry)? Tell me as much as you can about the reasons why.*
4. Write down all the ideas given.	*Tell me your ideas one at a time so we can hear everyone's idea. I'll write down the ideas you tell me so we can keep track of them.* As each child offers an idea write it down on the chalkboard or chart paper so all can see. Accept all ideas especially unusual or "far-out" ideas. Treat each response equally.

5. Read back the list and ask for more ideas.	After the children have exhausted their ideas, read back the list. Give attention to the wide variety of ideas given and press for additional ideas. *These are all good ideas. Now I want you to try to come up with still more reasons why this person will be (angry). Think about times you've been (angry) or people you've known who have gotten (angry). What happened to make them (angry)?* Allow time for additional responses. Encourage responses from a majority of the class. Add these new ideas to the list. When you've pushed for as many new ideas as possible, again read back the list.
6. Acknowledge all inventors' efforts.	Give attention to the hard work that went into the ideas given. *All of these different reasons for feelings show what good inventors you are. Good work!*
7. Ask for more information or detail.	Repeat the same process for a second picture. This time you may want to have each child draw what happened to make the person feel (happy). When finished ask each to talk about the idea in his/her picture. Encourage children to offer as much information as possible.

LESSONS FOR ANOTHER DAY

- Introduce another feeling picture. This time ask the children to offer ideas about what the person did after feeling (scared). *What are all the things this person might do after feeling (scared)?* Continue using the above steps.

INVENTOR LESSON:
Inventing Reasons for Feelings

Emotion Picture:
ANGER

BOHST Project
University of Illinois
1984-85

INVENTOR LESSON:
Inventing Reasons for Feelings

Emotion Picture:
SAD

BOHST Project
University of Illinois
1984-85

INVENTOR LESSON:
Inventing Reasons for Feelings

Emotion Picture:
SCARED

BOHST Project
University of Illinois
1984-85

INVENTOR LESSON:
Inventing Reasons for Feelings

Emotion Picture:
HAPPY

BOHST Project
University of Illinois
1984-85

INVENTOR LESSON

Inventing Body Movements

GOAL:

To list a variety of movements using body parts

MATERIALS:

- chalkboard or chart paper; chalk or pen
- a table that will lie on its side
- sheet
- clothesline and clothespins

STEPS:

1. Gather materials.

   Have the table nearby, the sheet ready to be suspended, and the chalkboard within reach.

2. Prepare children to be inventors.

   I'm going to ask you to be inventors for this activity. What do I mean by that word? Remember our story about the inventor, Ivan? Pause for responses. Add to or adapt the children's answers if necessary. *An inventor is someone who creates or thinks up ideas. . . . Let's get ready to be inventors. Put on your spectacles.* Pantomime putting on spectacles.

3. Introduce the idea of inventing body movement.

   This activity has to do with body movements. I'll tell you a body part. I want you to invent or think up as many different movements as you can using that body part. Let's try our (hands) first. What are some movements you could make just using your hands?

4. Write down all the ideas given.

   You may want to draw a picture clue or write "hands" at the top of your chalkboard or paper (for example: hands). *Show me your movement ideas one at a time so everyone will have a chance to see them. I'll write down each idea you give me so we can keep track of them. So what are some ways to move using only your hands?* As each child offers an idea, write it down for all to see. Accept all ideas,

Inventing Body Movements

especially unusual or "far-out" ones. Treat each response equally.

5. Read back the list and ask for more ideas.

After the group seems to have run out of ideas, read back the list. Acknowledge the wide variety of ideas given, then ask for even more ideas. *These are all interesting hand movements. Now I want you to think up even more ways to move your hands.* Hold up your own hands. *What are some ways to move these hands?* Add any new ideas to the list. When you feel the children have exhausted their ideas, again read back the list.

6. Acknowledge all inventors' efforts.

You've invented a great number of hand movements. Good work!

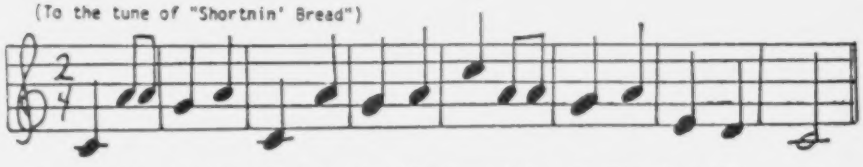
7. Repeat the process.

Introduce a second body part (feet, head, hips, knees) and follow the same steps as above.

8. Vary the involvement with body movements.

Use the list of body movements generated by the class to play the movement game, "Everybody Do This" (see the melody below). The children take turns as leader. The leader can select a body movement from the list or make up a new one for the rest to follow.

(To the tune of "Shortnin' Bread")



LESSONS FOR ANOTHER DAY:

- Tell the children that they will be doing a different type of inventing using body movements. Turn a table on its side and have children take turns kneeling behind it. Showing only their hands, have them pantomime an action. Those watching can take turns guessing what is being pantomimed. The teacher should go first to demonstrate pantomiming hand motions. Suggested hand actions include washing hands, playing the piano, trimming fingernails, sawing wood, sewing, pouring a cup of juice, building a tower of blocks.

- Follow the same procedure using feet movements. Have children stand behind a suspended sheet and pantomime actions using only their feet. The teacher should go first to demonstrate. Suggested feet actions include playing hopscotch, dancing ballet, jogging, walking on hat sand, skating, tiptoeing.

INVENTOR LESSON

Inventing an Ending

GOAL:

To create an ending to a fictional story

MATERIALS:

- Chalkboard or chart paper; chalk or pen
- Paper, crayons or felt pens

STEPS:

1. Gather materials.

   Have the chalk board or chart paper and crayons for each child within easy reach.

2. Prepare children to be inventors.

   We're going to be inventors for this activity. Remember our story about Ivan The Inventor and the meaning of that word "inventor"? Pause for responses. *An inventor is someone who creates or thinks up ideas... Let's put on our inventor's spectacles so that we're ready for this activity.* Pantomime action with the class.

3. Introduce the idea of inventing an ending.

   I'm going to tell you a short story about an astronaut. Have someone in the group explain the meaning of that word, astronaut. Adapt the response if needed... *Someone who travels in space... I will tell you the beginning of the story but I need each of you to invent an ending. Are you ready, inventors?*

   Once there was an astronaut who was sent on a special space mission. During the flight the astronaut discovers that the spaceship's computer has gone out. She must make an emergency landing. The astronaut lands on a planet she has never heard of or been to before. What does she do?

4. Write down all the ideas given.

   Have your chalkboard or chart paper ready. You may want to put a heading at the top with a picture clue (for example: What will the astronaut do?

).

(Inventing an ending, con't.)

Think about some possible endings to that story. When you have an ending in mind, I'll write it down so we can keep a record of your ideas. So what do you think that astronaut did after landing on that strange planet? Encourage responses from as many children as possible. Write down each idea. Pick out the main point of each child's ending to write down so that you're only writing short phrases for each idea. (example: repaired the computer; sent a message back to earth; went exploring, etc.). Accept all ideas and treat each equally.

5. Read back the list and ask for more ideas.

When the class seems to be out of endings, read back the list. Acknowledge the wide variety and push for more ideas. *You've thought up some good endings to our story. Now think some more. What else could that astronaut have done? What would you have done if you were in her place?* Allow time for additional endings and add these to the list. When the group is finished suggesting endings, read back the entire list once more.

6. Acknowledge all inventors' efforts.

You've suggested some interesting endings to our astronaut story.

7. Ask for more information or detail.

To extend children's involvement you may want to ask them to draw what they think the astronaut did on that planet. They can use the list they generated and pick their favorite ending or they can invent still another ending. Ask each to then tell you about his/her picture, encouraging each to offer as much detail as possible.

LESSONS FOR ANOTHER DAY:

- Review the astronaut story activity with the class. Tell them that you have some more information about that astronaut. *Remember our astronaut who was forced to make an emergency landing? Well she tried and tried to repair the rocket-ship, but just couldn't. So she decided that she was going to have to make this planet her home. The astronaut built herself a little clay hut to live in. She figured out how to make meals out of the strange plants she found. Even though she was all alone, the astronaut felt very happy on this new planet. Then one day she discovered that the ship's computer was working again. What does the astronaut decide to do?* Ask the class to invent an ending to this story. They may want to draw their ideas on paper. Ask each to tell you about his/her picture. Encourage each child to give you as much detail as possible.

INVENTOR LESSON

Inventing Solutions to Problems

GOAL:

To generate possible solutions to everyday problems

MATERIALS:

- Chalkboard or chart paper, marker or pen
- Paper, crayons or felt pens

STEPS:

1. Gather materials.

   Have your chalkboard ready to use and paper, crayons or felt-tip pens within reach.

2. Prepare children to be inventors.

   We're going to do some inventing for this activity. Remember Ivan and what it means to invent? Pause for responses. Adapt children's responses if needed. *To invent is to create or think up ideas... Let's put on our inventor's spectacles.* Pretend to put on spectacles.

3. Introduce the idea of inventing solutions to problems.

   Today you're going to be inventing ways to solve problems. I'm going to tell you what the problem is and I want you to think of as many ways as you can to solve that problem. OK, here's the problem. Let's say that you have to carry 20 apples to school for snack, but there are no paper bags. What else could you use to carry all those apples?

4. Write down all the ideas given.

   Have your chalkboard or chart paper ready. *Tell me your ideas one at a time so we can hear everyone's idea. I'll write them down so we can keep track of the possible ways to solve this problem. How else could you carry those apples to school?* Encourage responses from the majority of the class. Write down each idea given. Accept <u>all</u> ideas and treat each response equally.

5. Read back the list and ask for more ideas.

   When the children seem to have run out of ideas, read their list back to them. Acknowledge the large numbers of different ideas invented and then push for still more ideas. *You're thought up some interesting ways to solve this problem. Now keep thinking. What else would you do if you had to get those apples to school?* Allow time for more ideas and again write down each response. When the group has stopped giving ideas read the list one more time.

(Inventing Solutions to Problems, con't.)

6. Acknowledge all inventors' efforts.	*You've come up with lots of ways to solve this problem. Good work!*
7. Ask for more information or detail.	To extend children's involvement you may want to ask them to draw their solution to the problem. *Show me on paper what you would do if this happened to you.* Ask each child to tell you about his/her picture. Encourage each to offer as much detail as possible. Write the children's descriptions of their pictures on their papers.

LESSONS FOR ANOTHER DAY:

- Repeat the activity above using a second problem situation. Select one from the following:

  a) You need to reach a book on a shelf just over your head. What could you use?

  b) You need to move water from one tub to another. How could you do it?

  c) You're leaving school on a cold, wintry day, but notice your jacket is missing. What could you do to stay warm?

  d) You're building a long bridge of blocks. You want to keep track of how long it is, but you don't have a ruler. How else could you measure it?

INVENTOR LESSON

Shape Inventions

GOAL :

To list a variety of objects that have certain geometric shapes.

MATERIALS:

- Large geometric shapes made from a heavy material (tagboard, heavy construction paper, cardboard).
- Shape sheets for each child (see the sample Shape Sheet at the end of this lesson).
- Envelopes with smaller cut out shapes for each child.
- Chalkboard on chart paper; chalk and pen.
- Paper, crayons or felt pens for each child

STEPS:

1. Gather materials.

   Have the chalkboard and large shapes within reach. Have the Shape Sheets and envelopes prepared.

2. Prepare children to be inventors.

   I'll need you to do a kind of inventing for this activity. Do you remember what it means to invent? Pause for responses and adapt them if necessary. *To invent is to create or think up ideas..... Let's put our inventor's spectacles on.* Pantomine putting on spectacles.

3. Introduce the idea of shape inventions.

   For this activity, I'm going to ask you to invent or create as many objects as you can that have a certain shape. I'll hold up a shape. Look at it closely and see how many things you can think of that have that shape. Select one shape. Hold it up against a background with a contrasting color so that it's easy to see (square) is underlined and in parenthesis. Have the group identify the shape. *What are some things that could have this (square) shape?*

4. Write down all the ideas given.

Have your chalkboard or chart paper ready. You may want a heading and picture clue at the top (example: square ☐). *Tell me your ideas one at a time so I can write them down. That way we can keep track of all your ideas.* Write down each response so all can see. accept all answers especially unusual or "far-out" ideas. Treat each equally. Encourage the majority of the class to offer responses.

5. Read back the list and ask for more ideas.

After the class has exhausted their shape ideas, read their list back to them: point out the great number of ideas given. Press for still more ideas. *You've given me lots of very different objects that have that (square) shape. Don't stop now. Think hard and try to come up with some more ideas.* Allow time for more ideas and add these to the list. When the children are out of ideas, read their list back again.

6. Acknowledge all inventors' efforts.

A lot of thought went into this list. You've come up with a good number of things that have a (square) shape. Good work!

7. Repeat the process.

Follow the same steps using a second geometric shape (circle, rectangle, triangle, diamond, etc.).

8. Ask for more information or detail.

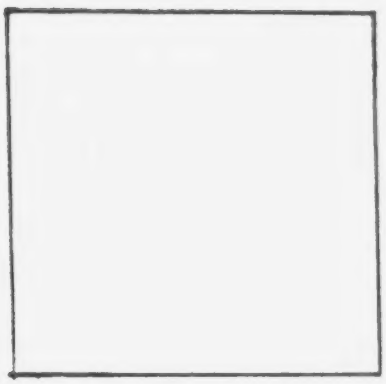
To extend children's involvement you may want to give them a Shape Sheet with a shape printed on several times. (See the sample Shape Sheet at the end of this lesson). You can use a third shape or use one already discussed as a group. Ask each draw a different idea on each shape. Children can use ideas from the list they came up with or they can invent new ideas. Ask each child to tell you about his/her drawings. Encourage children to include as much detail as possible and to be really inventive.

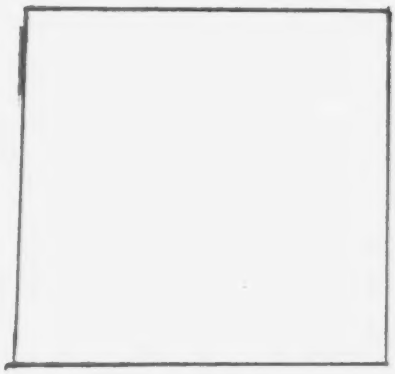
LESSONS FOR ANOTHER DAY:

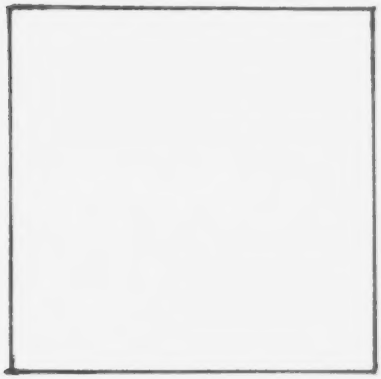
- Tell the class that they will be doing a different kind of inventing using shapes. Give each child an envelope with an assortment of cut out shapes (4-7 shapes in each envelope). Ask them to come up with as many different pictures as they can using the shapes from their envelopes. Have each child tell you about his/her ideas and write them down on an individual list for that child to see.

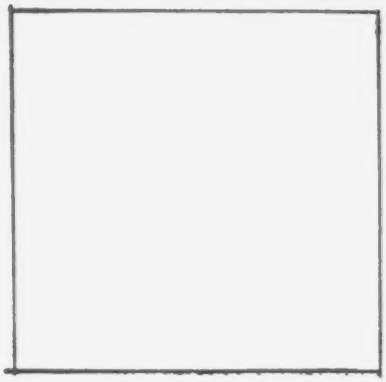
Square Shape Sheet

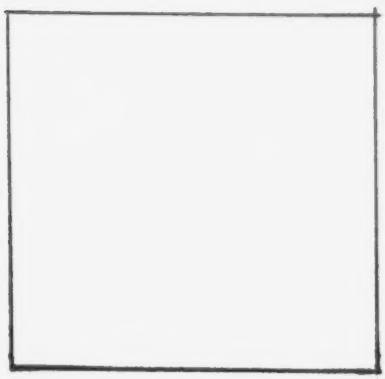
(For a variety, substitute any simple shape.)

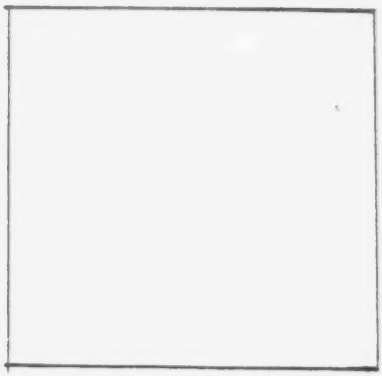












INVENTOR LESSON

Inventing Reasons for Sounds

GOAL:

To generate possible reasons (sources) for a sound

MATERIALS:

- Chalkboard or chart paper; chalk or pen
- Sound makers (such as the following: woodblock--knocking sound; bells--ringing sound; cup and pitcher of water--water pouring sound; sandpaper--scratching sound; zipper--zipping sound; newspaper--tearing sound; kitchen timer--ticking sound).
- Room divider to stand behind while making the above sounds.

STEPS:

1. Gather materials.	Have the chalkboard or chart paper within reach. Have the divider set up with the sound makers hidden behind it.
2. Prepare children to be inventors.	*You're going to be inventors for this activity. Remember what an inventor does? What did our friend Ivan the Inventor do?* Pause for responses and adapt if needed. *He created or thought up ideas . . . Put your inventor's spectacles on.* Pretend to put on spectacles.
3. Introduce the idea of inventing reasons for sounds.	*Besides inventing, you're going to do some pretending and listening to sounds in this activity. Let's pretend that you're at (home) and you hear this sound.* Make a (scratching sound) behind the divider so the children hear the sound but do not see you make it. *What are some things that might make that sound? Really do some inventing here. Think up all the things you can that could make that sound. And remember, we're pretending to be at (home).*
4. Write down all the ideas given.	Have your chalkboard or chart paper ready. *I'll write down each idea you tell me. That way we can keep track of all your ideas. So if you were at (home), what could be making this sound?* Repeat

	the sound and do so as often as needed. Write down each idea given. Encourage responses from as many children as possible. Accept all ideas, especially unusual or "far-out" ideas. Treat each idea equally.
5. Read back the list and ask for more ideas.	When the group has stopped giving you ideas, read their list back to them. *Here are the ideas you've given me so far . . . You've thought up a good number of different reasons for this sound. Keep going. What else might make this sound? Really imagine yourself at your (home). Here's the sound again.* Repeat sound. *What could be making it?* Allow time for additional ideas and add these to the list. When the class has exhausted their ideas, read the list back to them again.
6. Acknowledge all inventor's efforts.	*You've come up with lots of interesting reasons for our sound. Good work!*
7. Repeat the process.	Follow the same steps above, using a second place (school, store, farm) and a second sound (knocking, ringing, pouring, zipping, tearing, ticking).

LESSONS FOR ANOTHER DAY:

- Tell the class that they're going to play a different kind of game inventing sounds. *I'm going to ask you to pretend again, only this time you're at a (basketball game, in the woods, at a shopping mall, in a restaurant, at the circus, at the county fair). Tell me the sounds you hear there.* Write down each idea and encourage as many ideas from each child as you can.

INVENTOR LESSON

Inventing Similarities and Differences

GOAL:

To list similarities and differences between individuals

MATERIALS:

- Chalkboard or chart paper; chalk or pen

STEPS:

1. Gather materials.	Have a chalkboard visible and within reach.
2. Prepare children to be inventors	*We'll need to be inventors for this activity. What does an inventor do? Remember Ivan? What did he do?* Pause for responses. Add to or adapt children's responses if needed. *He created or thought up ideas... Let's get ready to do some inventing. Let's put on our inventor's spectacles.* Pantomime action with the class.
3. Introduce the idea of inventing similarities and differences.	*We'll need to do some careful observing or looking at people in this activity. I'm going to ask you to look for ways in which people are the same and ways in which they are different. I'm going to have two of you come up at a time. The rest of us will first invent or think up ways in which the two are alike.*
4. Write down all the ideas given.	Select two children to come up in front of the group. *Let's look closely at (Terry) and (Chris) . What makes them alike? What is the same about them? Tell me your ideas one at a time so we can hear everyone's idea. I will write down each idea you give me so we can keep track of them.* Encourage responses from as many children as possible. As each child suggests a similarity write it down for all to see. Accept all ideas and treat each response equally.
5. Read back the list and ask for more ideas.	After the group seems to have run out of similarities read back their list. *You've given me lots of ways in which (Terry) and (Chris) are alike. Now see if you can come up with still more ways. In what ways do (Terry) and (Chris) look or act alike?* Allow time for additional responses and add these to the list. When the children seem to have run out of ideas, read back the list once more.

(Inventing Similarities, con't.)

6. Acknowledge all inventors' efforts.	*You've all worked hard at inventing or thinking up similarities between (Chris) and (Terry). Good thinking!*
7. Repeat the process.	Follow the same steps using a second pair of children. Include as many pairs of children as time will allow.
8. Vary the involvement.	When you feel that the group has worked at inventing similarities long enough, vary the involvement by asking children to invent ways in which two children are different. Continue using the same steps as above.

LESSONS FOR ANOTHER DAY:

- Repeat the above process of looking for similarities and differences using three different individuals at a time.

INVENTOR LESSON

Inventing a Witches' Stew

GOAL:

To list an assortment of ingredients that should go into a witches' stew.

MATERIALS:

Chalkboard or chart paper; marker or pen.

STEPS:

1. Gather materials.

   Have your chalkboard or chart paper ready to use.

2. Prepare children to be inventors.

   I'm going to ask you to be inventors again. What does that mean? Remember the story about Ivan the Inventor? Allow time for responses. *An inventor creates or thinks up ideas. Let's get ready to do some inventing and put on our spectacles.* Pantomine the action with the class.

3. Introduce the idea of inventing a witches' stew.

   Let's pretend that you're in charge of making a witches' stew. Let's say that this witches' stew is the kind that turns people who eat it into mean and terrible witches. We need to decide what the ingredients should be. Invent or think up the kinds of things or ingredients you think should go into that stew.

4. Write down all the ideas given.

   You may want to put a heading with a picture clue at the top of your chalkboard or chart paper. (example: Mean and Terrible Witches' Stew).

   When you have some ideas for ingredients for our mean and terrible witches' stew tell me. I'll write down each idea so we can keep track of what we're putting in our stew. What kinds of things should go into a stew that turns people into mean, terrible witches. Think about it. As each child suggests an ingredient write it down for all to see. Accept all ideas even unusual or wacky ones. Treat each response equally and try to get ideas from the majority of the class.

5. Read back the list and ask for more ideas.

   When the class seems to have exhausted their ideas, read back their list of ingredients. Give attention to the wide variety of ideas. Press for additional ideas. *I need to get some more ingredient ideas from you. Pretend you're all witches. You need to include all the necessary ingredients to make the*

stew just right. Just right to turn people into mean and terrible witches. What are some other ingredients to include? Allow time for more ideas and add these to the list. When the children have stopped giving ideas, read back the list once more.

6. Acknowledge all inventors' efforts.

I think the stew will be perfect. You've invented some interesting ingredients for a very good stew. It will really do the trick! Good thinking!

7. Repeat the process.

Follow the same steps only this time tell the class that they need to make a witches' stew that will turn people who eat it into kind and wonderful witches. What would these ingredients be?

LESSONS FOR ANOTHER DAY

- Tell the children that they're going to play a similar witches' stew game. This witches' stew however is a magic stew. It's magic because when eaten it will let the people turn into anything they want. Have individuals sample the magic stew and role play or act out what they've become, while the rest of the group tries to guess what it is.

INVENTOR LESSON

Inventing Solutions to Conflict

GOAL:

To list possible solutions to conflict situations.

MATERIALS:

- Chalkboard or chart paper; chalk or pen
- 2 - 3 Hand puppets

STEPS:

1. Gather materials.	Have chalkboard and hand puppets within reach.
2. Prepare the children to be inventors.	*You'll need to be inventors for this activity. Remember our story about Ivan the Inventor? What does an inventor do?* Allow time for responses and adapt if necessary. *An inventor is someone who creates or thinks up ideas. Like Ivan, let's put on our inventor's spectacles.* Pretend to put on spectacles.
3. Introduce the idea of inventing solutions.	*I'm going to ask you to invent different ways to solve problems that people might have with each other. I'll tell you what the problem is. You think up possible ways to settle the problem.* *Pretend you're building with some very large blocks, you've made a great spaceship that has room for one astronaut pilot. Your friend comes along and says he wants to fly the ship or else he won't play. What would you do? What are some ways to settle the problem?*
4. Write down all the ideas given.	*I'll write down each idea you tell me.* On your chalkboard or paper write down each response so all can see. Pick out the main point of each child's solution so that you're only writing short phrases for each idea. Some ideas might be: build a second ship; tell a friend to come back later; have a friend send messages on the radio from earth. Accept all ideas especially unusual for "far-out" ideas. Treat each equally.

5. Read back the list and ask for more ideas.	When the group has stopped giving you solutions, read over their list aloud. Point out the number of solutions invented and encourage more ideas. *Keep working on it. How else might you deal with that problem? What are some more different solutions?* When the class has exhausted their ideas, read back their entire list once more.
6. Acknowledge all inventor's efforts.	*You've invented some interesting ways to settle that problem. Good thinking.*
7. Repeat the process.	Introduce a second problem situation. *Pretend you're eating snacks at school. The person next to you gets up and spills your juice all over. You then find out that all the juice is gone. What would you do? What are the different ways you might deal with that problem?* Follow the same procedure as above.

LESSONS FOR ANOTHER DAY:

- Introduce a third conflict situation with hand puppets. Present the problem to the children by acting out the first character with a puppet. Then one at a time have the children come up and suggest solutions with the second hand puppet. Situation: One child, Joe, is playing outdoors in the sandbox building the biggest sand castle ever using the school's pail and shovel. Joe goes inside for a few minutes. When he comes out he finds Jill using the pail and shovel. He asks for it back, but Jill says it's hers because Joe left. What could he do?

INVENTOR LESSON

Inventing Ways To Move

GOAL:

To move your body or an object across the floor in a variety of ways.

MATERIALS:

- Chalkboard or chart paper; chalk or pen
- One large bouncing ball
- One large cardboard box

STEPS:

1. Gather materials.

   Have the chalkboard, ball and box within reach.

2. Prepare children to be inventors.

   You're going to do som inventing for this activity. Remember what that means? Think back to our story about Ivan the Inventor, what did he do? Pause for responses. Adapt children's answers if needed. *He created or thought up ideas... Let's get ready to do that. Put on your inventors spectacles.* Pantomine putting on spectacles.

3. Introduce the idea of inventing ways to move.

   Let's see how many different ways you can move your body and this ball (hold the ball) *across the floor from* _____ *to* _____. Desiginate convenient beginning and ending points in your group area. (for example: from the edge of the rug to the other; from a bookshelf to the piano; from one table to another; from the wall to the chair, etc.)

   You're going to really love to do some inventing here in order to come up with many different ways to move.

4. Write down all the ideas given.

   You may want to put a heading and picture clue at the top of your chalkboard or paper (For example: body and ball).

   Think about the ways to move your body along with this ball from _____ *to* _____ *we'll take turns showing our ideas to everyone else. I'll write down the ideas you show me so we can keep track of them.* You may want to go first in order to introduce the idea of moving with the ball. Some suggested ways to move include: walking while bouncing the ball; walking while kicking the ball lightly; walking and holding the ball on your head;

twirling while holding the ball; hopping while holding the ball behind you; etc. As each child shows the group his/her idea write down the main action for all to see. Encourage involvement from as many children as possible. Accept all ideas especially unusual or "far-out" ideas. Treat each equally.

5. Read back the list and ask for more ideas.

When the class seems to be out of movement ideas read back their list. Give attention to the great number of different ideas. Push for even more ideas. *These are all good ideas. Don't stop now. What are some other ways you might move the ball? Be inventive now.* Pause for new ideas and add these to the list. When you feel the group has run out of movement ideas, read back their list once more.

6. Acknowledge all inventors' efforts.

You've thought up some unusual ways to move. Good work!

7. Repeat the process.

Repeat the activity a second time asking the class to invent ways that a pair of children and a ball could move across the floor from_____to_____. Again you may want to go first to introduce the idea. Using a volunteer from the group demonstrate one possible idea. Here's just a few ideas to get you started: walk stomach to stomach with the ball between you; walk facing each other tossing the ball back and forth; link together like a train with the front person holding the ball; walk back to back holding the ball between you.

LESSONS FOR ANOTHER DAY

- Repeat the above procedure using a large cardboard box instead of the ball. Ask, *How many different ways can a person and a box move together.* Get the children started by going first. Some possible movements are: Pushing the box with your head; getting in the box and "hopping" it along; carrying the box on your head, etc.

- Again repeat the procedure above this time asking, *How many ways can two people and a box move together?* Some possible movements are: Two people holding the box between them ; one person pushing another in the box; two people walking with one leg each in the box; and two people kneeling behind the box pushing.

JULIUS JUDGE

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Introduction to the Judge Lessons

The kind of thinking that a judge uses involves the process of evaluation--of selecting between several options using a specific set of considerations. All of us are involved in this kind of judging process everyday whether it be selecting the right candidate for a job or deciding what to wear to work. We have a number of choices among which we want to select the best one, and we use considerations in making our choice. For instance, we may choose a food for supper based on how expensive and how healthy it is or we may choose a friend based on how loyal and how entertaining she is. Considerations help us eliminate some choices while selecting others for further evaluation.

In order to help children develop skills in judging, we need to help them understand what is meant by a consideration and how to use one in making a selection. Consideration is a long word for children to learn, but it is the best word for an idea which they learn to understand through participating in these activities. We want children to learn to make selections that are not simply based on personal whim--likes and dislikes--but based instead on the careful application of a set of considerations. For example, when choosing a pet, we want children to choose the best option based on considerations such as size, temperament, and cost, not just because they happen to like monkeys.

Julius the Judge symbolizes the kind of thinking that is used in these lessons. By identifying with Julius and by placing their pretend pencils to their brows, the children can prepare themselves to think in this special way. By mentioning Julius and reminding them of the way in which he makes judgments, you can let the children know the kind of thinking that is expected of them when they are participating in these activities.

Julius has certain qualities that make him a very fair and impartial judge. He is very strict with himself about sticking to the letter of the law: Once a consideration has been stated, Julius will use it in his judging process. Julius does not allow himself simply to be influenced by his own likes and dislikes. He always uses the considerations that have been set forth to select the very best solution to the problem.

Children can learn to improve their judgment skills through practicing evaluative thinking. This kind of clear mindedness will be helpful to them in many situations throughout their lives, even if they don't decide to become lawyers. We are frequently concerned about the good judgment of children, adolescents, and adults whether they are choosing friends, snacks, or political candidates. We serve children and society well by preparing people to use a deliberate and thoughtful process in making judgments.

A STORY ABOUT JULIUS THE JUDGE

Today I'd like you to meet my friend Julius. Julius is a judge, meaning that he is very good at making decisions. People come to talk to Julius when they have to decide something and are having trouble making up their minds. When Julius gets ready to make a decision, he raises his pencil to his brow and asks the question: "What are the considerations?" Can you say the word considerations? Considerations are the things he has to keep in mind when he makes a decision. Now let's all try raising our imaginary pencils to our brows and asking Julius's question. (DEMONSTRATE AND HAVE CHILDREN TRY THE MOTION WHILE ASKING THE QUESTION.)

One day, two sisters came to Julius the Judge to help them settle an argument. They were choosing a gift for their mother's birthday, and they could not agree on what to get. When they came into Julius's Court, which is where a judge works, they were both yelling at each other and waving a long list of ideas. Julius listened to them argue awhile, and then he pounded his judge's mallet and told them very sternly: "Silence in the court." Both of the sisters stopped talking and turned to Julius. "It seems to me that you two girls have a decision you need help with. You want to buy one gift, and you have lots of ideas to choose among. I am a judge," he said proudly, "and I can figure out a fair and just solution. Are you ready?"

"Oh, yes," said the sisters together. Julius raised his pencil to his brow and asked his question: "What are the considerations?" Julius stated the considerations: First of all, you only have $1.50. Second, your mother would like something that she can wear. Third, her favorite colors are orange and purple. Now looking at your ideas, I only see three that meet all of these considerations: the purple scarf, the orange stockings, and the purple barrette. Do you two ladies have any more considerations?" "Yes," they said together, "our mother is bald and can't use a barrette."

"Well, then," said Julius the Judge, "your decision is clear. Buy the scarf or the stockings. Case dismissed." Julius banged his mallet and the two girls left the court to go shopping for a purple scarf or a pair of orange stockings.

TEACHING SKILLS FOR JUDGE LESSONS

Skills	Hints
1. Gather all necessary materials before beginning.	Have all items called for in the activity within easy reach.
2. Set the activity up so all can see and hear.	Be sure there's adequate space for involvement and that potential distractions are removed.
3. Present the activity with interest and enthusiasm.	Use a varied and dramatic tone of voice. Sound convincing in your presentation and the children will pick up on your interest and enthusiasm. You may want to encourage the children to sit up straight like a judge.
4. Use a "buzz phrase" so the children know what's expected of them.	Let the children know right away how they will be involved in the activity. *Today we're going to be judges. Everyone put your pencil to your brow.*
5. Introduce the situation to be evaluated.	Give the necessary background information about the situation. List or illustrate the possible choices children can select from.
6. Present considerations one at a time.	Make the evaluating process gradually more complex by giving children more factors to consider. Each of these considerations should narrow their range of choices. *Now I'm going to make your decision harder still. Consider this. . . .*
7. Ask the children to explain their choices.	Use phrases like *Tell us why you chose _____?* or *Why is the _____ a good choice?* This will help children think through their decisions more carefully and will discourage snap judgments.
8. Accept all explanations.	Ask children to explain their choices as best they can, but avoid judging the children's explanations. Children may have reasons for a certain choice but may not have the words to adequately explain that choice. Gradually work toward helping children make a

(Teaching Skills for Judge Lessons, Cont'd.)

8. Continued	selection using some standard or guideline.
9. Acknowledge that there may be more than one possible answer.	Children may decide on two or three possible choices. Any choice is fine as long as the children can give reason for their choices and those reasons take the considerations into account.
10. Get the children directly involved whenever possible.	Encourage responses from as many in the group as you can. Ask children to listen to and think about others' choices. Whenever possible, get the group actively involved. (For example, have children cross items off a list of choices. Have children circle a choice on the laminated poster.)
11. Acknowledge all "judges" efforts.	Use phrases like *You've given serious thought to all the considerations* or *You've shown what good judges you are.*

IMPORTANT TEACHING NOTE FOR THE JUDGE LESSONS

Unlike the lessons in the Detective and Inventor sections, the lessons in this section will vary somewhat both in their format and in difficulty. While for the first five of the judge lessons, the teacher provides both the list of options and the considerations to be used, for five of the lessons, children are required to produce either the list of options or the considerations to be applied. In three of the activities, Playtime Considerations, Hide the Animals, and Party Food Considerations, the children are asked to think of the considerations for the list of choices provided on the poster. In the last two activities, School Activity Considerations and Playyard Activity Considerations, the children are asked to think up the list of possible choices and then to apply a set of considerations given in the lessons. These variations in format are intended to help the children become more independent in the performance of this kind of thinking--to encourage them to think evaluatively using this careful judging process whenever they have decisions to make.

MODEL JUDGE LESSON

Pet Considerations

GOAL:

To select the pet best suited for a particular home situation

MATERIALS:

- pet poster showing the following pets: whale, tiger, lamb, cat, rabbit, poodle, snake, spider, porcupine, elephant, giraffe, duck (included with this manual)
- place to display poster
- non-permanent marking pen
- wipe cloth

STEPS:

1. Gather materials.

   Have the surface for displaying the poster available and have the poster, marker, and wipe cloth within easy reach.

2. Prepare the children to be "judges."

   I'm going to ask you to be judges for this activity. What does it mean to be a judge? Remember our story about Julius the Judge? . . . Pause for responses. Add to or adapt children's answers if necessary. *A judge is someone who decides what the best solution is after thinking about necessary considerations. Let's get ready to be judges.* Put your pencil to your brow the way Julius the Judge did. Pantomime actions with the class.

3. Introduce the situation.

   OK, judges, think about this. Once there was a boy named George. This boy had always wanted to have a pet at home. His parents finally agreed. George now had a decision to make. He had to choose from this group of pets. Display the poster of the pets. To be sure children know what each pet is, ask class to identify the pet names as a group.

4. Introduce the first consideration.

   Now George's parents tell him that there are some things to consider before making his decision. George must select a pet that is quiet enough for a new baby at home. Let's look at our choices here. Point to the pet poster. *Which pet here could be a possibility?*

(Pet Considerations, cont.)

	Remember, your first consideration is that it needs to be a pet that won't make too much noise. Go over each pet. If the class decides it is not a possibility, cross it out (X) with the marker. Accept all thoughtful responses. Ask children to explain why they made a certain judgment or choice. *Tell me why you feel _____ is not a possibility. What were you considering?*
5. Present the remaining considerations.	*You've helped George by eliminating certain pets and keeping others. These are our pet possibilities now.* Point to the pets not crossed out. *Now here is a second consideration in making a pet choice. George does not have a fenced-in backyard. Which of these pets could George still think about getting?* Again ask each child to give reasons for his/her decision. Go over remaining pets. If a pet is eliminated, cross it out (X) with the marker. *Now here is a final consideration. George wants a pet that he can cuddle up with. Which of these remaining pet choices is still a possibility?* Point to the remaining pets. Again, accept all thoughtful responses, and ask each to explain his/her choice. Cross out (X) eliminated pets.
6. Discuss final pet choices.	Review the three considerations with the class along with the remaining pets. *You've helped George to consider which pet would be quiet enough, which would stay in his backyard, and which would be cuddly enough. These are the remaining pets.* Point to those not crossed off. *Which pet do you think George selected and why?* Pause for discussion. Children may base their final decision on personal taste. For an example, "I think George picked a cat because cats are more fun." Keep in mind that there is no one right answer. The class may settle on 2 or 3 possibilities for George. As long as a pet meets the given considerations, it is a satisfactory choice. Encourage each child to participate in the "judging." To encourage more active involvement, you may want to ask individual children to come up and circle a pet choice for George, giving an explanation for that choice.

(Pet Considerations, cont.)

7. Acknowledge all "judges " efforts.	*You've thought about all the necessary considerations before making a decision about the best pet for George. You've shown what good judges you are. Good work!*

LESSONS FOR ANOTHER DAY

- *Remember how we helped George make a decision about his new pet? Remember all the considerations that went into that decision? Now I'm going to ask each of you to pretend that you have to make a decision about getting a new pet at your house. What would be <u>your</u> considerations?* Display the pet poster. Have the children come up one at a time and circle his/her pet choice. S/he should give at least two considerations that went into that decision.

JUDGE LESSON

Packing a Suitcase

GOAL:

To choose clothing items to pack for a vacation trip.

MATERIALS:

- Clothing poster showing the following clothes: shorts, small T-shirt, boots, sandals, large pair of jeans, cap, mittens, swimsuit, coat, pants, tank top, and another pair of shorts (included with this manual)

- Non-permanent marker

- Wipe cloth

STEPS:

1. Gather materials	Have a surface for displaying the poster available. Have the marker and wipe cloth within easy reach.
2. Prepare the children to be judges.	Tell the children, *I want you to be judges. I'm going to give you a problem; you'll have to choose a solution. Remember Julius the Judge? Let's put our pencils to our brows the way Julius does.*
3. Introduce the situation.	*Let's pretend that Marie is going on vacation with her grandma. In order to pack her suitcase, Marie has to look through her drawers and pick out clothing for her trip. Let's help Marie choose them.* Go over the poster with the children to be sure that everyone knows what each clothing item is.
4. Introduce the first consideration: right size for Marie	*Let's think about the first consideration. Some things that Marie finds are not the <u>right size for her</u>.* Point to the figure of Marie on the poster. Ask the children to raise their hands if they see something that's too big or too small for Marie. Call on individual children to identify one item at a time, briefly discussing that item, and then letting a child cross out the item if the group agrees it is inappropriate.

Packing a Suitcase

5. Present the remaining considerations one at a time:	Bring attention to the clothing items that remain, then tell the children, *Marie's grandma is taking her to Florida; it's been very hot there and they'll be staying right on the beach. This will be our second consideration; do you see any clothes that Marie would not want to wear when it's hot?* Again, call on one child at a time, discussing each clothing item before it is eliminated.
vacation area where it's hot	
teddy bears	*The last thing we have to consider is that Marie loves teddy bears. She wants to take clothing with her that have pictures of teddy bears sewn on them. Are there any clothes we should cross out because they don't have teddy bears on them?*
6. Ask each child to reach a decision; acknowledge all judges' efforts.	Review the remaining clothing items with the children, then say: *I want each of you to choose two things for Marie to take with her.* Discuss each child's choices, reminding the group that there are more than just two good choices. Praise the children for thinking hard and for being good judges.

LESSONS FOR ANOTHER DAY:

- Have a selection of toys in a large box. Set them out where everyone can see them. Tell the children that Marie wants to take one of these toys on her vacation. Which one should she pack? The children will have to consider that (1) it must not be too large for her small suitcase and (2) it won't be damaged if it gets wet, since Marie may be using it on the beach. Suggested toys for this activity: toy boat; large plaster pail and shovel; children's watering can; sandbox tools; a large truck; a large cloth doll; a small plastic doll.

JUDGE LESSON

Travel Considerations

GOAL:

To select a vehicle best suited for a travel situation.

MATERIALS:

- Vehicles poster showing the following vehicles: motorcycle, Volkswagen bug, helicopter, van, yacht, train, jet, bus, bicycle, submarine (included)
- Non-permanent marker
- Wipe cloth
- Paper, crayons, or felt pens

STEPS:

1. Gather materials.	Have a surface for displaying the poster available. Have the marker and wipe cloth within reach.
2. Prepare children to be "judges."	*You're going to have to be judges for this activity. Do you remember what that means? Think about Julius the Judge. What did he do?* Pause for responses. Adapt children's answers if necessary. *Julius came up with the best solution after thinking about necessary considerations. Let's get ready to be judges. Put your imaginary pencil to your brow the way Julius the Judge did.* Pantomime with the class.
3. Introduce the situation.	*The considerations in this activity have to do with traveling. One time there was a girl named Sue. Sue was getting ready to take a trip, but she had a big decision to make. Sue didn't know what kind of vehicle she should take on her trip. These are the vehicles she had to choose from.* Display vehicle poster. Review each vehicle as a group.
4. Introduce the first consideration: comfortable enough for a long trip	*Sue had some considerations to think about before making her decision. Her first consideration was that she wanted to ride in a vehicle that was <u>comfortable enough for a long trip</u>. Let's look at her choices.* Point to the vehicle poster. *Which vehicle would be a possibility? Keep in mind that it*

Travel Considerations

needs to be comfortable enough for a long trip. Go through each vehicle. If the children decide it is not a possible choice, then cross (x) it out with the marker. Accept all thoughtful responses. Ask children to explain their choices. *Why did you decide _____ was not a choice?*

5. Present the remaining considerations one at a time:

You've helped Sue by eliminating certain vehicles and keeping others. These are our remaining choices. Point to those vehicles not crossed off. *Sue needed to consider something else. She wanted to take a vehicle that would give her a chance to meet lots of other people. Keep that consideration in mind and tell me which of these vehicles she could choose.* Go through remaining vehicles. Again, cross out(x) eliminated vehicles. Ask each to explain his/her decision.

a chance to meet others

travels over mountains

We're getting close to helping Sue arrive at the best solution. This is the final consideration. Sue needs a vehicle that will travel over mountains. Which of the remaining vehicles is a possibility? Point to those vehicles not crossed out. If a vehicle is eliminated, cross it out (x). Again, ask children to give reasons for their decisions.

6. Discuss the final vehicle choices.

Recall the considerations discussed. *After considering a vehicle that would be comfortable enough, allow her to meet people, and travel over mountains, these are the vehicles left for Sue to select from.* Point to the remaining vehicles on the poster. *Which do you think Sue chose and why?* Allow some time for additional discussion. Children may make their final decision based on personal choice. For example, *I think Sue took the jet because it's more exciting.* Remember that there is no one right answer. There may be two or three vehicle possibilities for Sue. As long as the choice meets the given considerations, it is a satisfactory choice.

Try to involve as many children in the judging as you can. When possible allow for more active involvement in the lesson. Individuals may come up and circle a final vehicle choice for Sue, giving an explanation for that choice.

Travel Considerations

7. Acknowledge all "judges'" efforts.	*You went through all the important considerations before making a decision for Sue. You've selected the best vehicle for her trip. Good judging!*

LESSONS FOR ANOTHER DAY:

- Using the vehicle poster, ask children to pick a vehicle they would take on their own trip. You may want to ask each to illustrate his/her travel choice. When the children are finished, ask each to tell you about his/her picture and to give you two considerations that went into that choice.

- An alternative follow-up would be to have individuals circle their vehicle choice on the poster and tell the group their two considerations for that decision.

JUDGE LESSON

Gift Considerations

GOAL:

To select the most appropriate gift for a particular individual.

MATERIALS:

- Gifts poster showing the following gifts: book, wagon, train set, tools, crayons, football, record player/records, candy, kite, puzzles, tricycles (included with this manual)
- Non-permanent marking pen
- Wipe cloth
- Paper, crayons, or felt pen

STEPS:

1. Gather materials.	Have a surface for displaying the poster available. Have the marker and wipe cloth with reach.
2. Prepare children to be "judges."	*We'll have to do some judging for this activity. Remember our friend Julius the Judge. What did he do?* Pause for discussion and adapt children's responses if needed. *He decided on the best solution after thinking about the necessary considerations. Let's get ready to do some judging and put our imaginary pencil to our brow the way Julius the Judge does.* Pantomime the action with the class.
3. Introduce the situation.	*Judges, we're going to decide on the best gift to buy someone for this activity. This boy named Chris wanted to buy his friend a birthday present. This was a very special friend, so Chris wanted to get the best gift he could. These are the gift choices Chris had to select from.* Display the gifts poster. Go over each gift as a group so that the children are able to identify each one.
4. Introduce the first consideration: safe and healthy	*In order for Chris to come up with the best possible gift for this friend, he had some considerations to think about. The first consideration was that the gift needed to be a <u>safe and healthy</u> one. It needed to be*

Gift Considerations

good for his friend. Let's look at our choices here. Which gift would be a possibility? Remember your first consideration. It needs to be a safe and healthy gift. Go over each gift on the poster. If the class decides that it is not a possibility, then cross (x) it out with the marker. Accept all thoughtful responses. Ask children to give reasons for their decisions. *Why did you decide ____ was not a choice? What were you considering?*

5. Present the remaining considerations one at a time:

   could be shared

We're helping Chris make the best decision. We've eliminated certain gifts and kept others. These are our gift possibilities now. Point to the gifts not crossed out. *Chris had another consideration to think about before making his decision. This gift needed to be one that his friend could share with someone else. Which of these remaining gifts could two people use?* Go through the remaining gifts. Cross out (x) eliminated gifts and ask each child to explain his/her decision.

   used both indoors and outdoors

Here's one last consideration for Chris before making the best decision possible. Chris wanted to get a gift that his friend could use both indoors and outdoors. Which of the gifts that we have left could be used inside and out? Point to those gifts not crossed out. Ask children to give reasons for their decisions. If a gift is eliminated, cross it out (x) with the marker.

6. Discuss the final gift choices.

Review the three considerations and the remaining gifts. *We've considered a gift that would be safe and healthy, could be shared with another, and could be used indoors and out. After thinking about those considerations, these are the gifts you have left.* Point to the remaining gifts on the poster. *Which gift from these do you think Chris chose and why?* Allow time for discussion. Children may base their final choice on personal taste. For example, *I think Chris got the train set, because it's more fun to play with.* Keep in mind that there is no one right choice. The class may decide on two or three gift possibilities. As long as the gift meets the given considerations, it is a satisfactory choice.

	Involve all of the children in the judging. Plan for more active involvement when possible. You may want to ask individual children to come up to the poster, circle a gift choice for Chris, and give a reason for that choice.
7. Acknowledge all "judge's" efforts.	*You've done some good judging before making a gift decision for Chris. You've discussed all the necessary considerations. Good work!*

LESSONS FOR ANOTHER DAY:

- Ask the class to look at the gift poster and then select the gift best suited for themselves. You may want to have each draw his/her gift choice on paper. Then ask each to tell you about his/her picture and give you two considerations for that gift decision.

- An optional follow-up is to ask children to come up one at a time, circle their gift choice on the poster, and tell the class two considerations for that choice.

JUDGE LESSON

Costume Judging

GOAL:

To choose a Halloween costume according to specific considerations

MATERIALS:

- Costume poster showing the following costumes: witch, pirate, skeleton, surfer, gift, Indian, gorilla, clown, ghost, astronaut, ballerina, monster (included with this manual)
- Marking pen and wipe cloth

STEPS:

1. Gather materials.

   Have the poster in an area where the children can easily see it. Have the pen and wipe cloth within easy reach.

2. Prepare the children to be judges.

   Tell the children, *I want you to be judges. I'm going to give you a problem; you'll have to choose a solution. Remember Julius? Let's put our imaginary pencils to our brows the way Julius does.*

3. Introduce the situation.

   Let's pretend that Wendy's mom tells her that she can have $5 to buy a Halloween costume. When Wendy looks up costumes in a catalog, this is what she finds. Point to the poster. Go over the poster with the children to be sure that everyone knows what each costume is. Tell them that Wendy needs their help in choosing a costume.

4. Present the first consideration:

   a jacket must be worn

   Now the first thing that you'll have to consider is that it's very cold outside. Wendy will have to wear a jacket. She wants to wear a jacket under her costume. So she needs to choose a costume that will still look good and that will fit with a bulky jacket under it. Ask the children if there are any costumes that Wendy could not wear a jacket under. Encourage the children to raise their hands if they see an inappropriate costume; then call on a child to name one. Briefly discuss that costume with the children; if the group agrees that the costume could not be

worn over a jacket, let a child cross out the costume. Follow the same method for any other costumes which do not fit this consideration and for the following other considerations.

5. Present the remaining considerations:

the costume must be scary

When the inappropriate costumes have been eliminated, review the costumes that remain; these costumes are still possibilities. *Now let's think about something else. Wendy says that her costume must be at least a little scary. Are there any costumes that we should cross out because they're just not scary at all?* Again, call on one child at a time, discussing each costume before it is eliminated.

cost $5 or less

You have one more thing to consider: how much these costumes cost. Wendy only has $5, so her costume has to cost $5 or less. Are there any costumes that we should cross out because they're too expensive?

6. Ask each child to reach a decision; acknowledge all judges' efforts.

Tell the children to look carefully at the remaining costumes, then say: *I want each of you to choose a costume for Wendy from those costumes that are left.* Discuss each child's choice, reminding the group that there is not one right answer. Praise the children for thinking hard and for being good judges.

LESSONS FOR ANOTHER DAY:

- Give the children crayons and paper. Ask them to choose the costume that they would like, and to draw that costume. (Give assistance to any child who needs it.) After the drawing has been completed, ask each child to give at least one reason or consideration for choosing the costume that he or she drew.

- Ask the children to choose a costume for Wendy's brother to wear to a party at a friend's house. He only has $4 to spend. He's already been a clown and a pirate, and he wants to be something different. See if the children can identify the two considerations mentioned (cost and what he's already been), and then choose a costume for Wendy's brother, using these considerations.

JUDGE LESSON

Job for a Day

GOAL:

To choose a worker to spend the day with.

MATERIALS:

- Worker poster displaying the following workers: firefighter, football player, police officer, airplane pilot, farmer, plumber, truck driver, musician, brick layer, mail carrier (included with this manual)

- Non-permanent marking pen

- Wipe cloth

STEPS:

1. Gather materials.	Hang the poster in an area where the children can easily see it. Have the pen and wipe cloth within easy reach.
2. Prepare the children to be judges.	Tell the children, *I want you to be judges. I'm going to give you a problem; you'll have to choose a solution. Remember Julius? Let's put our pencils to our brows the way Julius does.*
3. Introduce the situation.	*Let's pretend that you have the chance to spend the day with a worker. Here are the workers who have agreed to take you on their jobs.* (Point to the poster.) Go over the poster with the children to be sure that everyone knows who each worker is.
4. Present the first consideration: safety	*Let's think about the first consideration. Your mother says that you can't go with anyone who has a dangerous job. Do any of the workers on our poster have a job that could be dangerous?* Encourage the children to raise their hands if they see a worker whose job could be dangerous. Call on individual children to name one worker at a time, briefly discussing that item, and then letting a child cross out the item if the group agrees it is inappropriate.

5. Present the remaining considerations one at a time:	Point out the workers who remain on the poster, then tell the children that the next consideration is that they can't travel anywhere with the worker; the worker's job has to be right in their area. *Are there any workers here who would travel out of your area as they do their jobs?* Again, call on individual children to cross out inappropriate workers after discussing and agreeing on each.
no traveling	
outside work	*Our last consideration is that since the weather has been beautiful, you want to spend the day outside. Are there any workers here who spend most of their time inside? Let's cross them out.*
7. Ask each child to reach a decision; acknowledge all judges' efforts.	Review the remaining workers with the children, then say: *I want each of you to choose the worker that you'd like to spend the day with.* Discuss each child's choice, reminding the group that there is not a single right answer. Praise the children for thinking hard and for being good judges.

LESSON FOR ANOTHER DAY:

- Put up the workers poster again. Discuss with the children where each of the pictured workers works. Ask the children to think about taking a field trip to visit one of the job sites. Considerations would be: (1) the job site has to be fairly close to your school and (2) it has to be something that appeals to the entire class. Follow through with this idea by arranging an actual visit to the chosen job site, if possible. (An alternative would be to ask the worker to visit your class.)

JUDGE LESSON

Playtime Considerations

GOAL:

To select the best playtime activity for a particular situation.

MATERIALS:

- playtime activities poster showing the following activities: sledding, going to the movies, eating at a restaurant, playing inside with a friend, building a snowman, bike riding, going to the library, swimming, and playing with the dog (included with this manual)
- place to display poster
- chalkboard or chart paper; chalk or marker
- non-permanent marking pen
- wipe cloth
- paper, crayons or felt pens

STEPS:

1. Gather materials.	Have a surface for displaying poster available and have poster, marker, chalkboard, and wipe cloth within reach.
2. Prepare children to "judges."	*We're going to be judges for this activity. What does that mean? Remember our story about Julius the Judge.* Pause for the children's responses. Adapt responses if necessary. *A judge is someone who decides the best solution after thinking about the necessary considerations. Let's put our imaginary pencils to our brows the way Julius did and get ready to be judges.* Pantomime the action with the class.
3. Introduce the situation.	*OK, judges, you'll need to do two kinds of judging for this activity. First, you'll need to judge what considerations would be best. Then second, you'll need to judge what solution would be best. Here is the situation. It is Saturday afternoon. There's no school and you need to decide what to do. Here are the choices of things to do in your town.* Display the playtime activities poster. Go over each activity as a group so that the children are able

to identify each picture shown. *Before making a decision about what to do, what would you need to consider? Think about the kinds of considerations a lot of people would have. We need to come up with three considerations. Look at your choices here.* Point to the poster. *Before deciding how to spend your Saturday afternoon, what would you need to consider? Tell me your ideas one at a time so we can all hear them. When you've decided on a consideration as a group, I'll write it down here so we can keep a record of our ideas.* Ask children to give reasons for their ideas. Allow time for some discussion as a group. Once decided upon, write down each consideration for all to see.

4. Introduce the first consideration.

Here are the three considerations you felt were important ones for choosing the best playtime activity. Point to the written considerations. Read the first one aloud. Go through each picture on the poster with the children. Keeping their first consideration in mind, ask them which playtime activity is a possibility. Cross (x) out eliminated choices with the marker. Ask children to explain their decisions. *Why did you decide _____ was not a choice? What were you considering?*

5. Present the remaining considerations.

Go over the remaining playtime activities as a class. Read their second consideration. Go over the remaining activities on the poster. Ask children to think about the second consideration and decide which playtime activity remains a possibility. Go through each and cross (x) out the eliminated activities. Ask each to give reasons for his/her decision.

Go over those playtime activities not crossed off. Read their last consideration. Tell children to keep the third consideration in mind and decide which playtime activity could still be a possibility. If an activity is eliminated, cross (x) it out with the marker.

6. Discuss the final playtime activity choices.

Review the three considerations and the remaining playtime activities as a class. Ask the children to think about which activity is the best solution. Have them give reasons for their decision. Allow

time for discussion. Children may make their final choice based on personal taste. For an example, *I think going to the movies is the best solution because seeing a movie is fun.* Keep in mind that there is no one right choice. The class may decide on two or three playtime activities. As long as each meets the given considerations, it is a satisfactory choice.

Involve all the children in the judging as much as possible. Plan for more active involvement when you can do so. You may want to ask individual children to come up to the poster, circle a playtime activity, and give a reason for that choice.

7. Acknowledge all "judges'" efforts.

You've been thoughtful judges in two different ways. You've decided what the best considerations would be and what the best solution about how to spend playtime would be. Good work!

LESSONS FOR ANOTHER DAY:

- Show the class the playtime activities poster a second time. Tell them you have a story about a person named Don. *Just like in our other activity Don has Saturday afternoon free and needs to decide on the best playtime activity, but his considerations are a little different.* Go over each picture on the poster with the class again. Follow the same procedure above, introducing the three considerations one at a time. The considerations are:

  1. *Don has to select a playtime activity that he can do in a short amount of time.*

  2. *Don has to choose a playtime activity that he can be reached at by telephone--so his mom can call.*

  3. *Don needs to choose a playtime activity that is relaxing and not too tiring.*

JUDGE LESSON

Hide the Animals

GOAL:

To find a hiding place for an animal; to state at least one consideration used in choosing the place.

MATERIALS:

- Large piece of white paper.

or

The enclosed sample sketch

- Crayons

STEPS:

1. Set up the materials.

Before this lesson begins, make simple sketches on the paper using crayons, or use the sample sketch included in the pocket materials. Make white mountains ( ), green grass ( ), gray rocks ( ), beige sand ( ), a blue lake ( ), trees with green leaves and brown trunks ( ), and yellow flowers ( ). Try to arrange these elements to form a somewhat realistic-looking picture. Hang your picture in an area where the children can easily see it.

2. Prepare the children to be "judges."

Tell the children, *I want you to be judges. I'm going to tell you a story about some animals; each of these animals will need a hiding place. Your job will be to choose a hiding place, then tell us why you chose that particular place. Now let's put our imaginary pencils to our brows the way Julius does.*

3. Introduce the situation by telling the story.

Tell the following story:

This story takes place in a faraway land called Am Land. In Am Land, there were leafy trees.

Point to the trees you drew. Continue the story, pointing to each of the following as you mention it: snowy mountains, the lake, rocks, sand, grass, bushes, and flowers.

Hide the Animals

Many animals, birds, and insects lived in Am Land. They were very happy, until one day a mean, terrible monster came. This monster had eyes like fire and blood dripping from his teeth. All of the animals were terrified. They all wanted to hide, but they didn't know where to go. Let's see if we can find a hiding place for some of the animals.

4. Ask for a hiding place for the first animal.

Call on a child to name a place in Am Land where a grasshopper could hide, then ask why that is a good place (or discuss why it might not be a good place). Among considerations that might be mentioned are color, size, habitat, movement, and defense. Encourage the entire group to contribute to the discussion. Examples of leading questions you might use if the child chooses the grass for the hiding place are:

- *What color is the grasshopper; what color is the grass?*
- *How big is the grasshopper; will the monster see him in the grass?*
- *Should the grasshopper hop or stay still when he's hiding?*

If the child chooses an inappropriate answer (for example, "in the lake"), ask the child questions that will help him see his error:

- *What will happen if a grasshopper stays underwater? Where would be a better place?*

Praise the children for thinking hard and for being good judges.

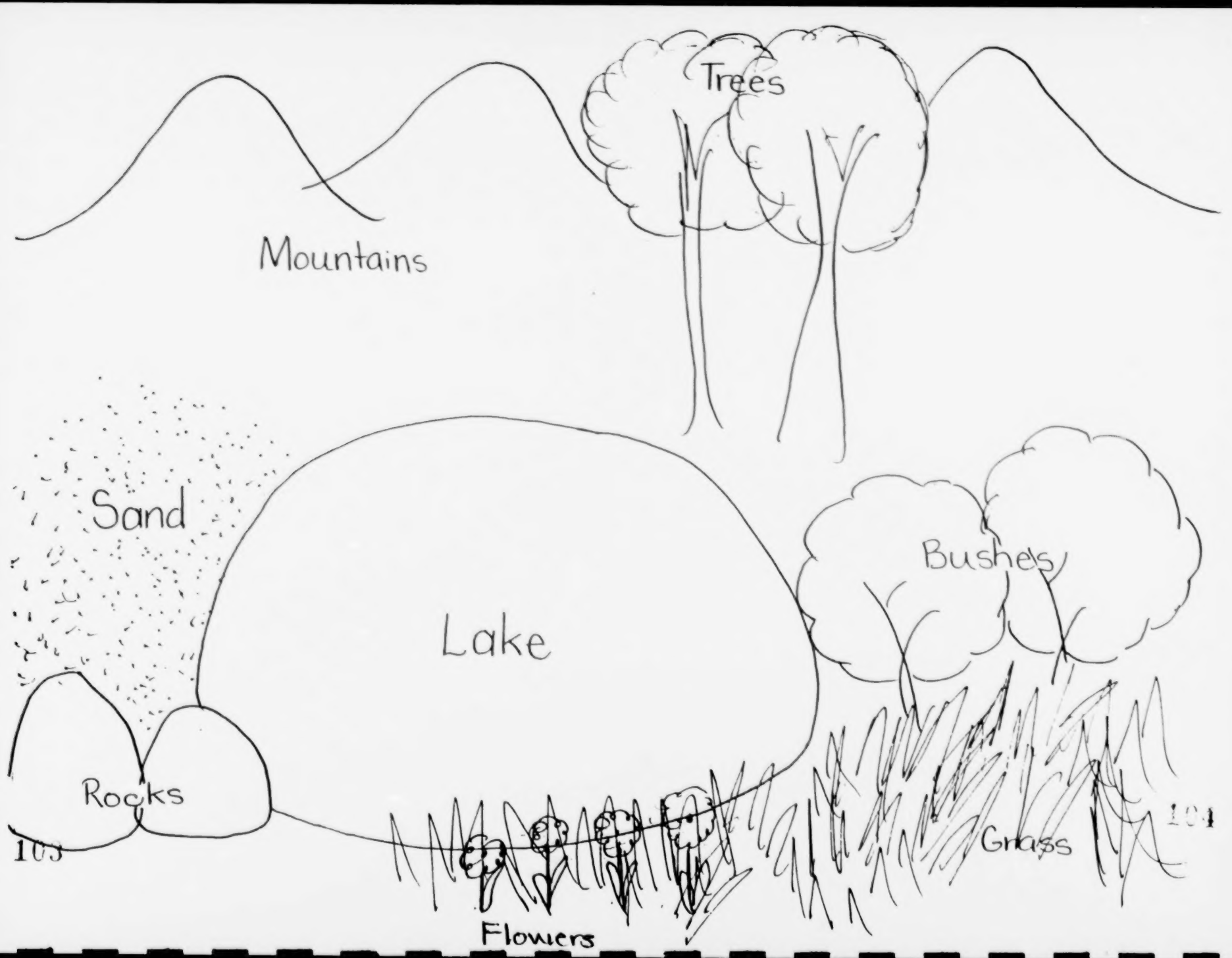
5. Continue with additional animals.

Mention more animals, discussing them one at a time. Other Am Land animals are: white bunny; brown bunny; monkey; green and yellow snake; green parrot; gray squirrel; alligator. Since Am Land is imaginary, allow imaginative answers as well as realistic ones. (For example, "The monster thought that only birds were in trees so he won't look for the monkey there.")

Hide the Animals

LESSON FOR ANOTHER DAY:

- Take the children outside to an area with bushes, trees, and grass. Tell them to close their eyes while you hide a silk or plastic leaf. Ask them to then open their eyes and find the leaf. After someone finds it, discuss why the hiding place was or was not good, comparing the leaf's color, shape, and size with its hiding place. Let individual children take turns hiding the leaf. Briefly discuss the hiding place after it is found. You could also try hiding a silk or straw flower or a paper butterfly.


Trees
Mountains
Sand
Lake
Bushes
Rocks
Grass
Flowers

JUDGE LESSON

Party Food Considerations

GOAL:

To determine appropriate party foods.

MATERIALS:

- food poster showing the following foods: candy, soup, cheese and crackers, cupcake, cashews, popcorn, cookies, raisins, popsicle, apple, fried chicken, cereal (included with this manual).
- place to display poster
- non-permanent marking pen
- wipe cloth
- paper, crayons, or felt pens
- chalkboard or chart paper; chalk or marker

STEPS:

1. Gather materials.

   Have a surface for displaying poster available and have poster, marker, chalkboard, and wipe cloth within reach.

2. Prepare children to be "judges."

   You'll have to do some judging for this activity. Remember what that means? Think about our friend Julius the Judge. Pause for discussion and add to chilren's responses if needed. *It means deciding the best solution after thinking about the necessary considerations. Let's get ready to do that and put our imaginary pencils to our brow the way Julius did.* Pantomime action with the class.

3. Introduce the situation.

   OK, judges, you'll need to do two kinds of judging for this activity. First you'll need to judge what considerations would be best. Then you'll need to judge what solution would be best. Here is the situation.

   It's your birthday and you want to have a party. It's a hot summer day and you've decided to have a lunchtime party in the park. You need to plan everything real well ahead of time, since you'll be carrying it all to the park. Now you need to decide

Party Food Considerations

what party foods would be best. Here are the food choices you have to select from.

Display food poster. Go over each food item as a group so that children are able to identify each picture shown. *Before making a decision about what foods to have at your birthday party, what would you need to consider? Think about the kinds of considerations many people would have in this situation. We need to come up with three considerations as a class. Look at your food choices once again.* Point to the poster. *Before deciding what kinds of food to have at your party, what would you need to consider? Tell me your ideas one at a time so we can all hear them when we've decided on a consideration as a group, I'll write it down on the chalkboard. That way we can keep a record of our ideas.* Ask children to give reasons for their ideas. Allow time for discussion as a group. Assist with the discussion of considerations as needed. Remind children of the details in the situation above. Once decided upon, write down each consideration for all to see.

4. Introduce the first consideration.

Here are the considerations you felt were important ones for choosing the best party foods. Point to the written considerations. Read the first one aloud. Go through each picture on the poster with the children. Keeping their first consideration in mind, ask them which food is a possibility. Cross (x) out eliminated choices with the marker. Ask children to explain their decisions. *Why did you decide _____ was not a choice? What were you considering?*

5. Present the remaining considerations.

We've eliminated certain foods and kept others. These are our food possibilities now. Point to those food items not crossed out. Read the second consideration. Ask children to think about the second consideration and decide which food remains a possibility. Go over each and cross (x) out eliminated foods. Ask each to give reasons for his/her decision.

Go over the party foods not crossed off. Read their last consideration. Tell children to keep their third consideration in mind and decide which party food could still be a possibility. If any food is eliminated, cross (x) it out with the marker.

Party Food Considerations

6. Discuss final party food choices.	Review the three considerations and the remaining party foods with the class. Ask children which party foods will be served at the birthday party. Have them give reasons for their decision. Allow time for discussion. Children may make their final choices based on personal taste. For example, *I think* ____, ____, *and* ____ *will be served because all kids like them.* Keep in mind that there is not one set of right choices. The class may decide on two or three sets of party foods. As long as each meets the stated considerations, it is a satisfactory choice. Involve all the children in the judging as much as possible. Plan for more active involvement when you can do so. You may want to ask individual children to come up to the poster, circle a party food choice, and give a reason for that choice.
7. Acknowledge all "judges'" efforts.	*You've done some good judging in two different ways. You've decided what the best considerations would be and what the best solution about what foods to serve at a party would be. Good job!*

LESSON FOR ANOTHER DAY:

- Show the class the food poster a second time. Tell them you have a story about a person named Sheila. *Just like in our other activity, Sheila needs to decide which foods would be best for a party, but her situation and considerations are a little different. Sheila is going to have a party for some friends at her house and needs to decide on which foods to have. There are some things she needs to consider before making her decision.* Follow the same procedure above, introducing the three considerations one at a time. The considerations are:

  1. *Sheila needs to select foods that children four years of age would like.*

  2. *Sheila needs to choose foods that are healthy or nutritious, because she wants them to be good for her friends.*

  3. *Sheila needs to choose foods that can be wrapped up and taken home.*

JUDGE LESSON

School Activity Considerations

GOAL:

To determine activities most appropriate for a classroom situation.

MATERIALS:

- chalkboard or large sheet of paper; chalk or marker

- paper, crayons, or felt pens

STEPS:

1. Gather materials.

   Set up the chalkboard so all can see and have the chalk within reach.

2. Prepare children to be "judges."

   You're going to be judges for this activity. What does that mean? Think about Julius the Judge. Pause for responses and add to the children's responses if necessary. *A judge is someone who decides what the best solution is after thinking about the necessary considerations. Let's get ready to be judges. Put your imaginary pencil to your brow.*

3. Introduce the situation.

   You'll be good at deciding on the best solution for this activity. It has to do with activities you do in school.

   There was once a teacher who needed to decide which activities would be the best for her classroom. Of course, when you're planning activities for children, there are some things to consider.

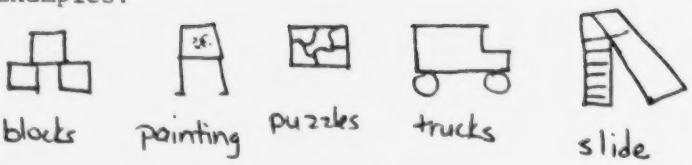
4. Introduce the first consideration:

   interesting to four-year-olds

   The first consideration was that she wanted the activities to be interesting to children who were four years old. You know a lot of activities that are interesting to four-year-olds. Let's come up with as many interesting indoor activities as we can. Tell me your ideas one at a time, and I'll keep a record of them on the chalkboard. As each child suggests an activity idea, ask him/her to give reasons for that choice. *Why is _____ a good choice? What were you considering?* Draw each activity very simply on the chalkboard. Print its word label below.

School Activity Considerations

Examples:



Encourage as many different responses from the class as you can.

To involve the class more actively and if the group is small enough to do so, you may want to have children come up and draw in their suggested activity ideas while you print the word label below. Keep in mind that the emphasis is on recording ideas, rather than on making a realistic drawing. When you have pushed for as many ideas as you can, then go on to the next consideration.

5. Present the remaining considerations one at a time:

quiet activity

A second consideration for this teacher was that the activity choices needed to be quiet ones so that others in the room could hear. You know which activities make more noise and which are quieter. Let's look at the three activity ideas you've given and see if they're still possibilities. Go through each activity on the sheet. If the children decide it is not a possible choice, then cross (x) it out with the marker. Again, ask children to explain their decisions.

two children could play together

One last consideration for this teacher. She needed to consider activity ideas where two children could play together. Let's go through the ideas you've given. Are they ones that allow two children to play together? Go over each activity idea. If one is no longer a possibility, then cross (x) it out with the marker. Be sure to ask children to give reasons for their decisions.

6. Discuss final activity choices.

Make a final check of the activity ideas and considerations. *These are the activities you've suggested. Remember our considerations--the activities need to be interesting, to be quiet, and to allow two to play. Are these appropriate choices?* Point to the remaining activities illustrated on the board. Check for final approval.

School Activity Considerations

7. Acknowledge all "judges'" efforts.	*Now are these activities the only possible ones? No, probably not, but you've judged what the best ones would be after thinking about the considerations. Good work, judges.*

LESSON FOR ANOTHER DAY:

- Give each child a sheet of paper. *You're in charge of planning three class activities. What will they be? Draw them on your sheet.* Ask each child to tell you about his/her drawings and have each give two considerations for those choices.

JUDGE LESSON

Playyard Activity Considerations

GOAL:

To determine outdoor activities most appropriate for a playyard situation.

MATERIALS:

- chalkboard or large sheet of paper; chalk or marker

- paper, crayons, or felt pens

STEPS:

1. Gather materials.

   Set up the chalkboard so all can see and have the chalk within reach.

2. Prepare children to be "judges."

   I'm going to ask you to do some judging for this activity. What will you need to do? Remember Julius the Judge. Pause for responses. Adapt if necessary. *A judge decides the best solution after thinking about the necessary considerations. Let's get ready to be judges and put our imaginary pencils to our brow.* Pantomime action with the class.

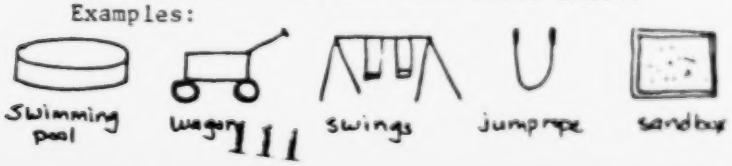
3. Introduce the situation.

   You should be good at deciding on the best solution for this activity. It has to do with activities you do outdoors in the playyard. There once was a teacher who needed to decide which outdoor activities would be the best ones to do in the playyard. Of course, when you're planning activities for children to do, there are some things to consider.

4. Introduce the first consideration:

   safe for children

   The first consideration was that this teacher wanted the activities to be <u>safe</u> ones for the children. You know what safe, outdoor activities are. Let's come up with as many safe, outdoor activities as we can. Tell me your ideas one at a time and I'll keep a record of them on the chalkboard. As each child suggests an activity idea, ask him/her to give reasons for that choice. *Why is _____ a good choice? What were you considering?* Draw each activity idea <u>very</u> <u>simply</u> on the chalkboard. Print its word label below. Examples:



Playyard Activity Considerations

Encourage as many different responses from the class as you can.

To involve the class more actively and if the group is small enough to do so, you may want to have children come up and draw in their suggested activity ideas while you print the word label below. Keep in mind that the emphasis in on recording ideas, rather than on making a realistic drawing.

5. Present the remaining considerations one at a time:

When you've pressed for as many ideas as you can, move to the next consideration. *A second consideration this teacher needed to think about was that the outdoor activity ideas needed to involve the kids in a real active way or give the kids plenty of exercise. Let's go over the ideas you've given so far to see if they do give kids plenty of exercise.* Go over each idea as a class. If children decide that one is no longer a possibility, then cross (x) it out with the marker. Have children give reasons for their decisions.

gives plenty of exercise

used in both hot and chilly weather

Here is the final consideration. The teacher needed to think of outdoor activity ideas that could be used in both hot weather and chilly weather -- when you need to wear a jacket outside. Let's go over your ideas. Are they ones that could be used in both hot and chilly weather? Cross (x) out eliminated activities. Ask children to explain their decisions.

6. Discuss final activity choices.

Make a final check of the outdoor activity ideas and considerations. *These are the activities you've decided on.* Point to the remaining ideas on the chalkboard. *Remember the considerations--the activities should be safe, allow for a lot of exercise, and be useful in hot and chilly weather. Are these all suitable choices?* Get the class's final approval.

7. Acknowledge all "judges'" efforts.

Would you say these activity ideas are the only possibilities? No, probably not, but you've judged what the best ones would be after thinking about the necessary considerations. Good work, judges.

Playyard Activity Considerations

LESSON FOR ANOTHER DAY:

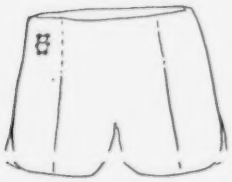
- Give each child a sheet of paper. *You're in charge of planning three playyard activities. What will they be? Draw them on your paper.* Ask each child to tell you about his/her drawings. Have each give two considerations for those choices.

PACKING

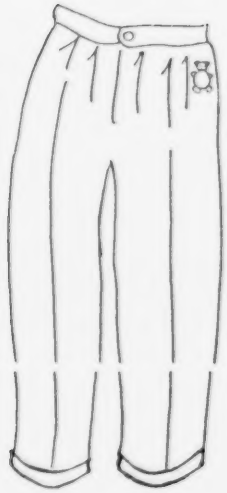
COAT

BOOTS

T-SHIRT

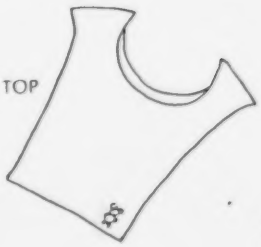


SHORTS

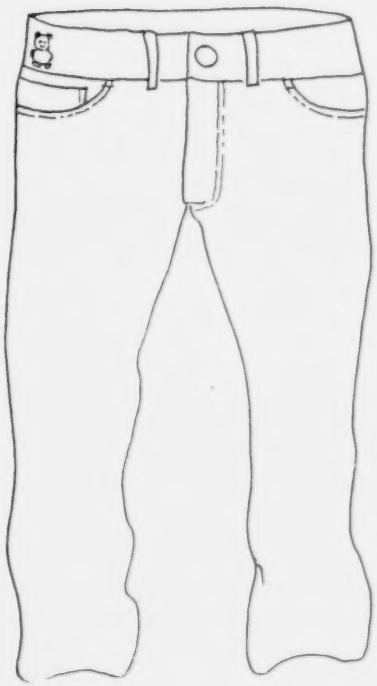


PANTS

SANDALS



TANK TOP



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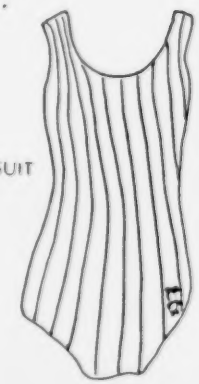
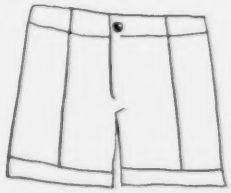


SWIMSUIT

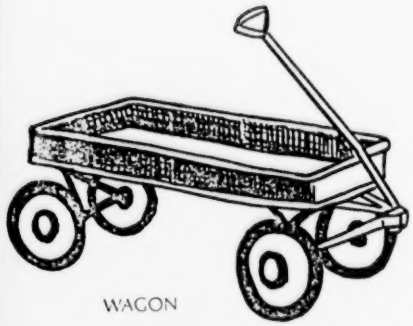
CAP

MITTENS

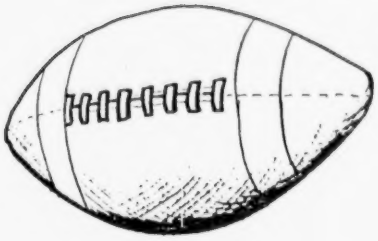


SHORTS

GIFTS



WAGON



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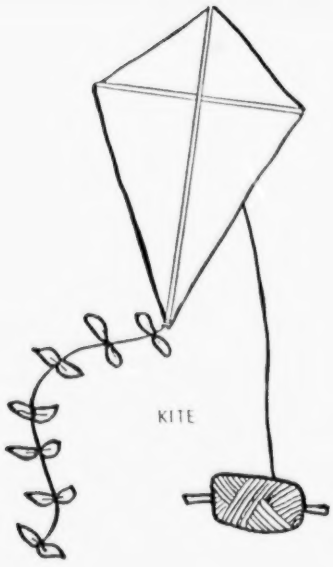
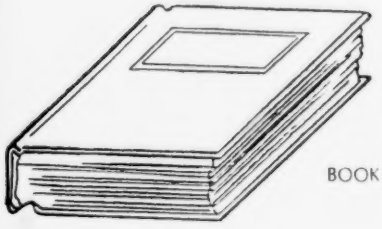
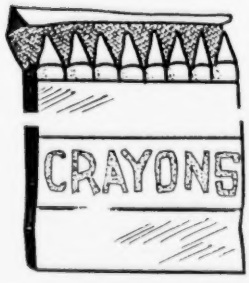


KITE



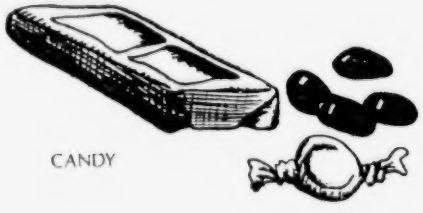
BOOK

TRICYCLE

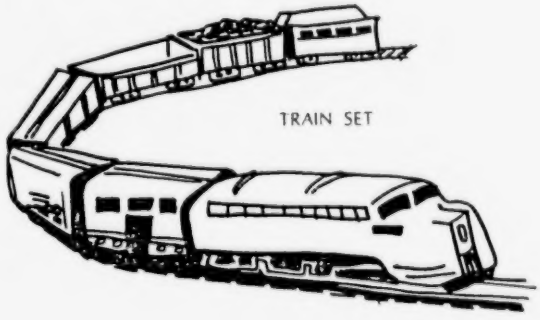


CRAYONS

TOOLS

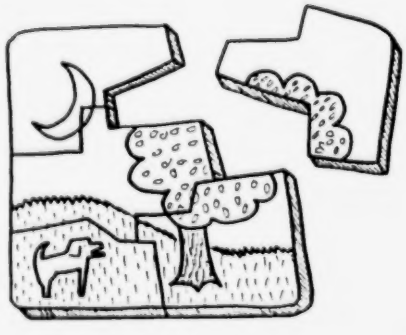


CANDY



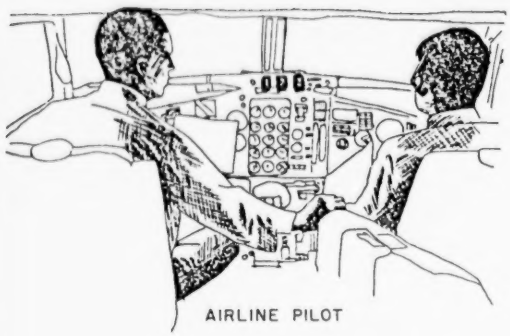
TRAIN SET

RECORD PLAYER / RECORDS



PUZZLE

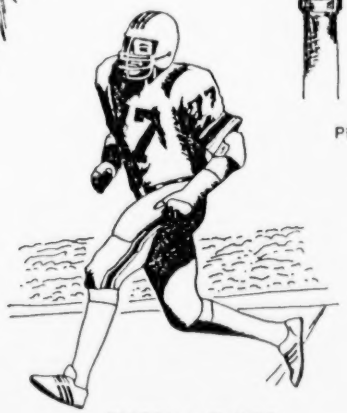
WORKERS



AIRLINE PILOT

FIRE FIGHTER

PLUMBER



FOOTBALL PLAYER

FARMER

POLICE OFFICER

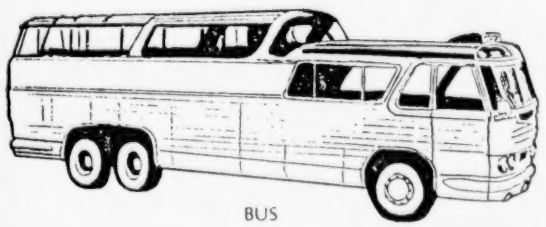
TRUCK DRIVER

MAIL CARRIER

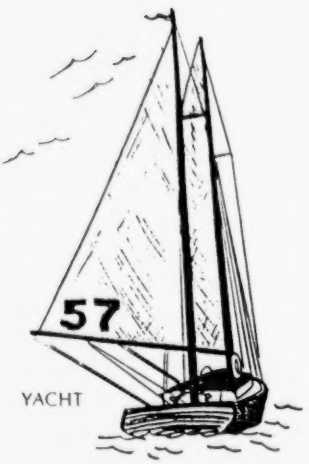
BRICK LAYER

MUSICIAN

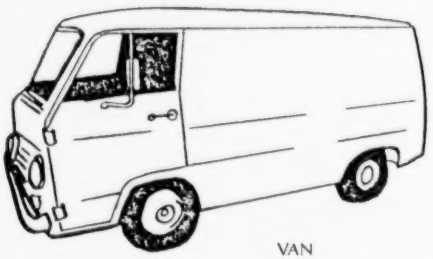
TRAVEL



BUS



YACHT



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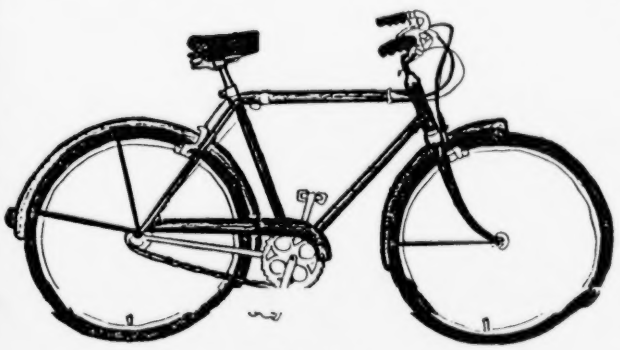
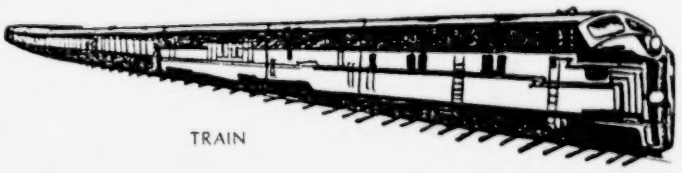


BICYCLE

SUBMARINE



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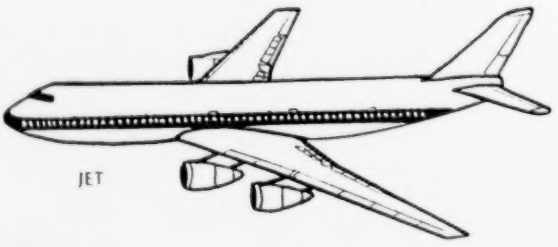
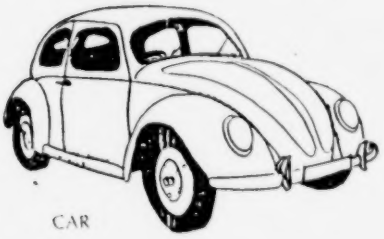
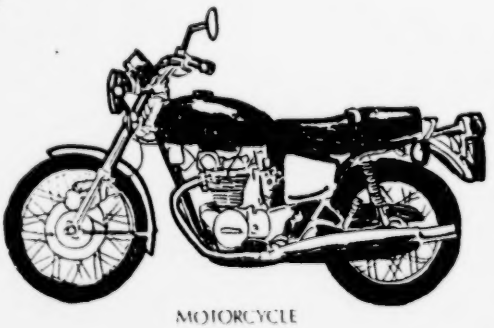


JET



CAR

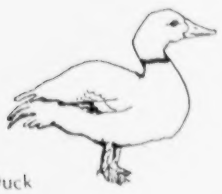
HELICOPTER

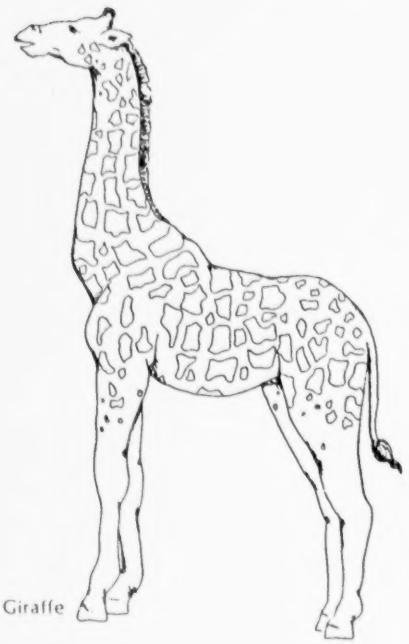


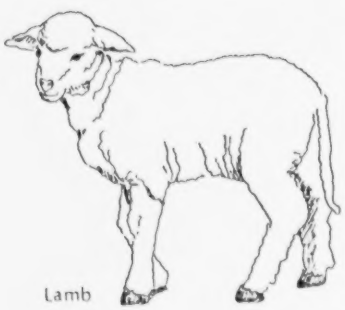
MOTORCYCLE

PETS

Tiger

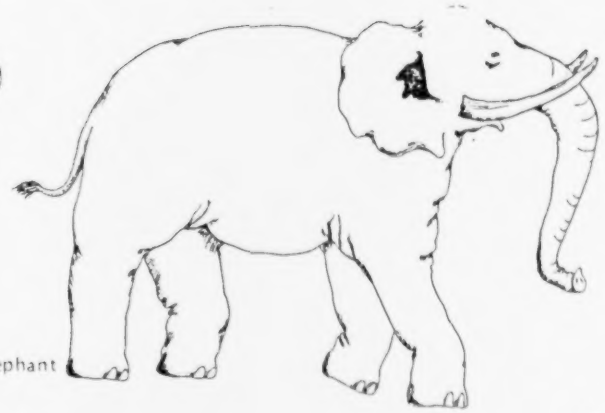

Duck

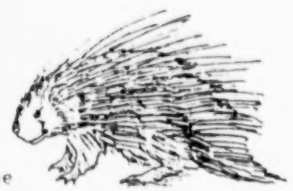

Giraffe

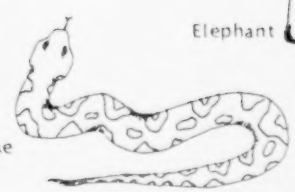

Lamb

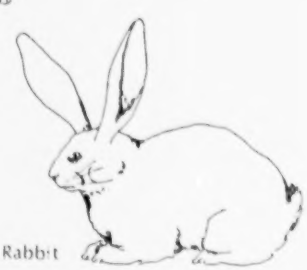
Spider

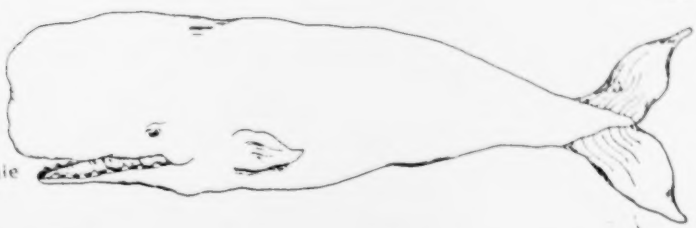
Cat


Elephant


Porcupine


Snake

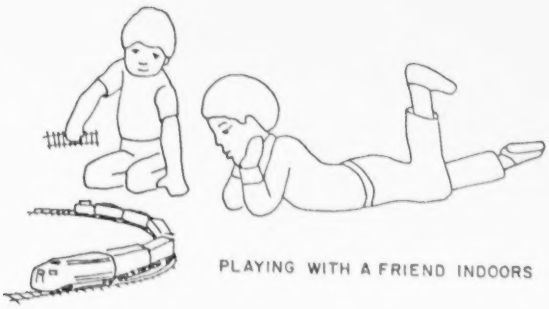

Rabbit


Whale

Dog

PLAYTIME

SLEDDING

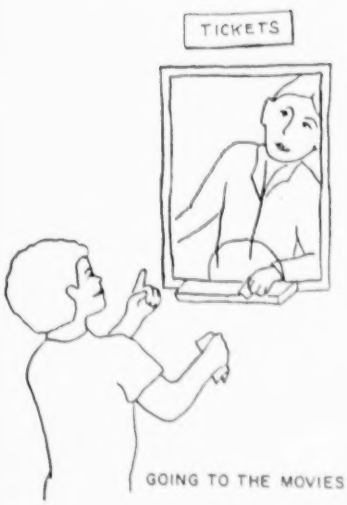


PLAYING WITH A FRIEND INDOORS

PLAYING WITH THE DOG

BIKE RIDING

BUILDING A SNOWMAN



GOING TO THE MOVIES

EATING AT A RESTAURANT

GOING TO THE LIBRARY

SWIMMING

BOHST

Bringing Out Head Start Talents

Detective, Inventor and Judge Activities for the Home

Dr. Merle B. Karnes, Director

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University of Illinois
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1984-1985

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Art work by: Heidi Zeller, Moon Vanko, Tsivia Cohen
Organized, compiled, and edited by: Jane Amundsen, Tsivia Cohen

Funded by: Department of Health and Human Services
Office of Human Development Services
Administration of Children, Youth, and Families

BEFORE YOU BEGIN

The activities on these cards were created for the BOHST (Bringing out Head Start Talents) Project at the University of Illinois. They are part of a curriculum that is designed to bring out the strengths and talents of young children by helping them think in more creative, productive and careful ways.

These activities are made to be used by busy parents with busy children. In other words, you should be able to do most of these activities while you are going through your daily routines. They are meant to fit into your lives and perhaps make them a little richer or more interesting without creating extra work or trouble for you.

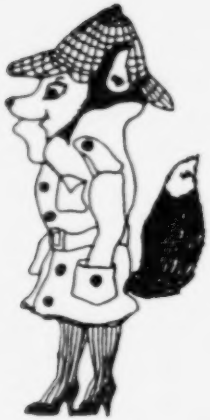
The cards in this packet can be taken apart and put in various places to help remind you to try the activities. Tape them on the refrigerator, over the bathtub, or next to your child's bed. Put some in the car or in your purse. Send a couple to the babysitter or to grandma. If you try to keep them all together and away from sticky fingers, they may never get used.

The activities themselves are on three different color cards. The blue cards are for the detective activities, which ask the child to take a bunch of clues and figure out one right answer. The yellow cards contain inventor activities or activities that involve brainstorming lots of answers to the same question. Finally the green cards have activities involving judging or practicing careful decision making.

Each of these activity types has an animal cartoon character whose picture appears on each card. These animal friends are known to your child from lessons the teacher has done at school. The animals each have a job --detective, inventor or judge-- that make them good at the kind of thinking used in their type of activity.

The most important thing to remember in doing these activities is to have fun with them. There is no right way to do them. Use your own style and words, and stop when it stops being enjoyable. If your child seems to have trouble with any of the activities, skip it and go on to another one. They're not in any order. The more of these you try, the easier it will get. Also feel free to make up your own detective, inventor, and judge activities.

DETECTIVE ACTIVITIES



This foxy lady in the trenchcoat is named Delores Detective.

Delores has some activities for you and your child that will help your child become as clever as she is when it comes to sniffing out clues and zooming in on the right answer.

Delores is an ace detective and knows how important it is to be careful about looking for the clues before coming to a decision.

These detective activities are designed to help your child think as cleverly and patiently as Delores does. After you give your child a clue, allow time to think. Remember, what's obvious to us once we know the answer is not so obvious to children when they're figuring it out for the first time. Never give an answer away. Try to come up with more and more clues until your child is able to tell you the answer. As a last resort, give a choice: "Is it an elephant or a spoon?"

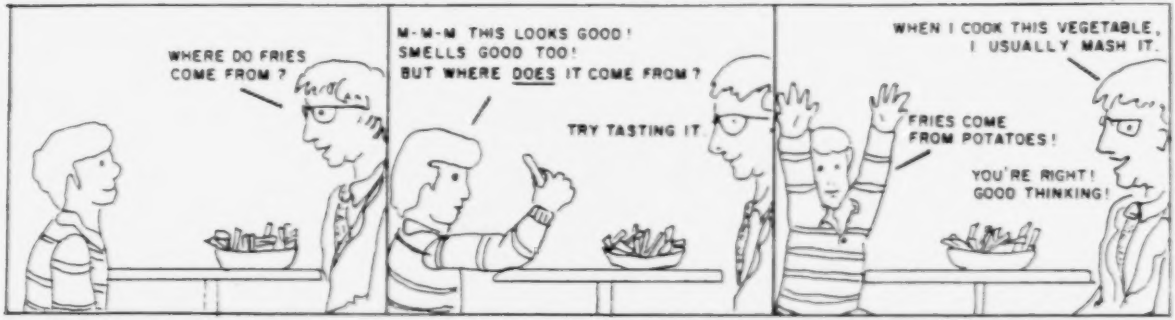
Children can learn to problem solve by practicing detective thinking. This kind of thinking is asked for a lot in school and will be very helpful in many other situations too. Examples of detective thinking include answering riddles, solving arithmetic problems, and finding the answer to any mystery. Lots of time when we say someone is smart, we mean they are good at detective thinking or finding an answer to a problem that confuses everyone else.

Hope you and your child enjoy Delores's activities and become as clever as ace detectives.

MEALTIME MAGIC

Does your child recognize food in its different forms?

Detective Activity


WHERE DO FRIES COME FROM ?
M-M-M THIS LOOKS GOOD! SMELLS GOOD TOO! BUT WHERE DOES IT COME FROM ?
TRY TASTING IT
WHEN I COOK THIS VEGETABLE, I USUALLY MASH IT.
FRIES COME FROM POTATOES!
YOU'RE RIGHT! GOOD THINKING!

1. Ask your child to track down the original form of the food you're eating.

2. Your child should get clues by looking, touching, smelling, and tasting the food.

3. If your child still doesn't know, give more clues. When he or she guesses, give praise for thinking hard.

These are some other foods that are used in many different ways:

- Apples (juice, sauce, pie, salad)
- Milk (yogurt, cottage cheese, sour cream, whipping cream, cheese, butter)
- Tomato (juice, chili, salad, soup, casseroles, spaghetti sauce)
- Beef (hamburgers, pot roast, meat loaf, meatballs, steak, casseroles)

WHERE IS IT?

Play a hide-and-seek game with your child.

Detective Activity

CLOSE YOUR EYES WHILE I HIDE THE TEDDY BEAR.
IT'S IN THE LIVING ROOM.
I'LL GO THERE AND LOOK.
IT'S UNDER SOMETHING... IT'S UNDER SOMETHING GREEN...
IT'S UNDER THE COUCH. I FOUND IT!
GOOD THINKING!

1. Hide a small stuffed animal or other object in any room of your home.

2. Give the first clue by saying what room the animal is in.

3. Give more clues, one at a time, until your child finds the animal. Praise him or her for thinking hard.

These are some other possible hiding places and clues:

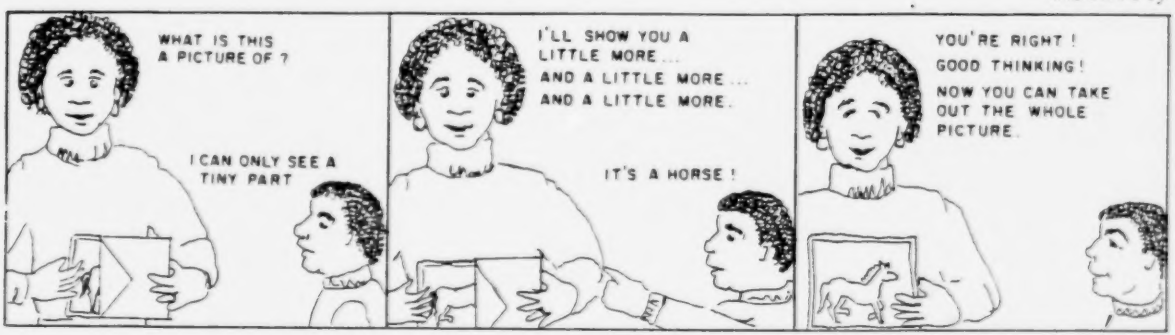
- It's in the kitchen; it's inside something; it's inside something that keeps things cold. (Refrigerator)
- It's in the bedroom; it's under something; it's under something soft and cuddly. (Pillow)
- It's in the living room; it's next to something; it's next to something that's green and growing. (A Plant)

Hint: Be sure to give the clues one at a time! After each clue, give your child a chance to guess the answer before continuing to give more clues.

MYSTERY MAIL

Give your child a "Special Delivery" envelope that has a picture inside.

Detective Activity


WHAT IS THIS A PICTURE OF ?
I CAN ONLY SEE A TINY PART
I'LL SHOW YOU A LITTLE MORE... AND A LITTLE MORE... AND A LITTLE MORE.
IT'S A HORSE !
YOU'RE RIGHT ! GOOD THINKING ! NOW YOU CAN TAKE OUT THE WHOLE PICTURE.

1. Lay a picture of an animal (or other object) flat inside an envelope. Ask your child to guess what's inside as you slide out a small part of the picture.

2. Pull out larger and larger parts of the picture, waiting each time so your child can look and think about the picture.

3. After your child guesses correctly, praise him for thinking hard.

These are some ideas for pictures you might use:

- unfamiliar puzzles, where you show your child one piece at a time until he or she guesses what the whole picture is.
- photographs of familiar people
- pictures of animals or objects from magazines, coloring books, catalogs, or used greeting cards.

WORKING DETECTIVES

When you have a household job to do, make a mystery out of it!

Detective
Activity

GUESS WHAT I'M GETTING READY TO DO...
IT'S IN THE KITCHEN.
I'LL USE A MEASURING CUP... A POT ... A SPOON ...
YOU'RE MAKING JELLO!
YOU'RE RIGHT! GOOD THINKING!

1. Ask your child to guess the job. Give the first clue by saying where you'll be doing it.

2. Give more clues by naming the tools or utensils that you'll use. Name them one at a time, until your child guesses the right job.

3. When your child guesses, praise him or her for thinking hard.

Try making a mystery out of some of these other jobs or any project you are planning to do:

- making pudding
- frying a hamburger
- washing the car
- mending a shirt

WHAT'S INSIDE?

An object hidden inside a box
will usually get a child's attention.

Detective
Activity

WHAT DO YOU THINK IS IN HERE ?
IT'S LIGHT ! AND I CAN HEAR IT MOVE AROUND WHEN I SHAKE IT.
IT'S ROUND... YOU CAN BOUNCE IT...
IT'S A BALL !
YOU'RE RIGHT ! GOOD THINKING !

1. Hide something inside a box, then show your child the box. The box's size and shape are the first clues.

2. Let your child have more clues until he or she guesses the correct object. First your child might hold it, then shake it.

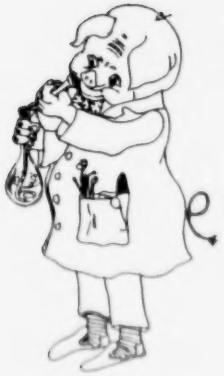
3. If your child still doesn't know, give more clues. When he or she guesses correctly, give praise for thinking hard.

These are some other things you might hide in a box:

- a fruit or vegetable (apple, orange, banana, carrot, potato)
- a toy (small car or truck, stuffed animal, doll, blocks)
- a real present for someone (covered with gift wrap and a bow) might be the most fun to guess!

Hint: If a box isn't handy, use a paper bag!

INVENTOR ACTIVITIES



This pig with the test tube and the lab coat is named Ivan the Inventor.

Ivan has a collection of inventor activities to keep you and your child busy brainstorming lots of new and different ideas.

Ivan is a very creative inventor and he believes that children can also learn to think of things in original ways. Ivan knows that the secret to any inventor's success is pushing for more and more ideas, and being willing to share even the silliest or strangest idea.

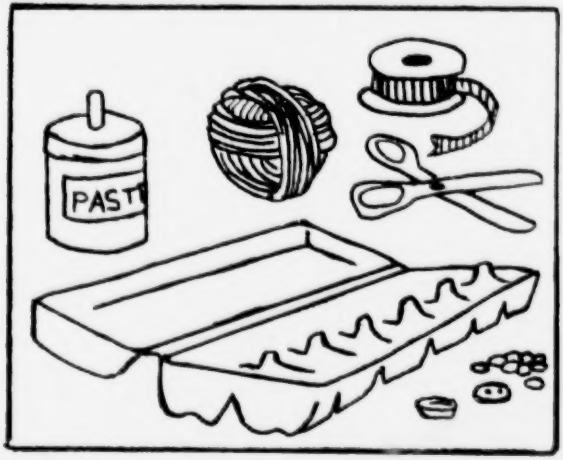
These activities are designed to help children develop their creative potential and to become successful inventors like Ivan. Your job is to help your child come up with lots of answers. Always push for one more answer even after your child has run out of steam. Accept all answers, even very wacky ones and try to help your child see things in new ways.

Creativity is a very necessary ability not only to an inventor but also to all of us. In a world that changes as quickly as ours does, nothing could be more useful to a child than to be able to see things in many different ways.

Hope you and your child have fun with Ivan's activities and become imaginative and creative inventors.

WHAT CAN YOU MAKE WITH IT?
-creating with junk-

Inventor
Activity



What are all the things you can make?

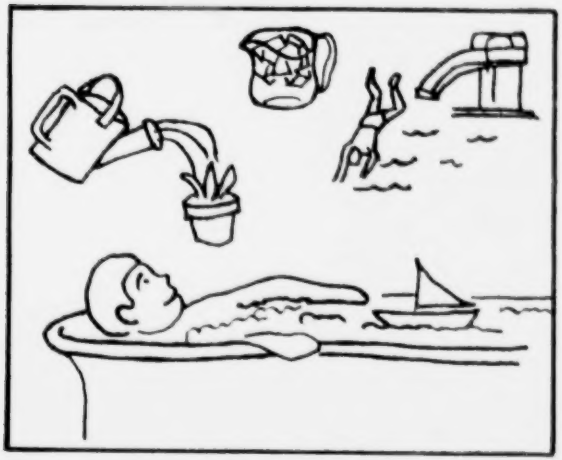
When you're busy around the house and your child needs something interesting to do, gather some of the materials listed below, some scissors, and some glue or paste.

string or yarn
scraps of tissue paper
scraps of wrapping paper
old greeting cards
fabric scraps
small boxes
ribbons or bows
buttons
bottle caps
egg cartons
plastic lids
food trays
macaroni
dried beans

Ask your child,"What are all the things you can make using theses materials?" You'll be amazed at how many different ideas your child can come up with.

WATER WORKS
-brainstorming the many uses of water-

Inventor
Activity



What are all the things we use water for?

Take a few minutes to relax with your child at bathtime. Ask your child to think of all the different things we use water for. He or she may want to act out different uses while you guess.

Some examples are:
- washing hair
- drinking water
- swimming
- watering flowers
- brushing teeth

Hint: Encourage your child to come up with as many different ideas as possible.

CREATIVE COOKING
-inventing ingredients-

Inventor
Activity

What are all the ingredients?

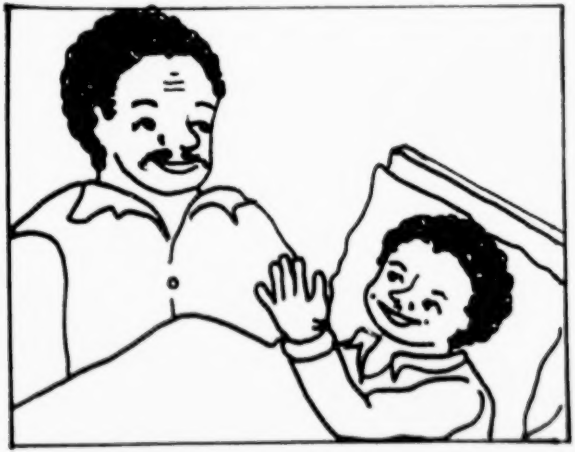
A good time to play this game with your child is when you're cooking in the kitchen.

Say to your child "I need some help coming up with a list of ingredients for a special stew I'm making. It's called 'Circle Stew'. It's for a Circle Monster who can only eat things that are circle shaped. What are all the things you can think of that could go into this circle stew?"

Hint: Some other day, try making a square stew... or a blue stew... or a red stew.

THEN WHAT HAPPENED?
-inventing endings to stories-

Inventor
Activity



What are all the things you can make?

At bedtime introduce a made-up story that your child can finish. For example:

"Once a boy was walking through the woods when he came to this huge, very old house." *What do you think happened next?*

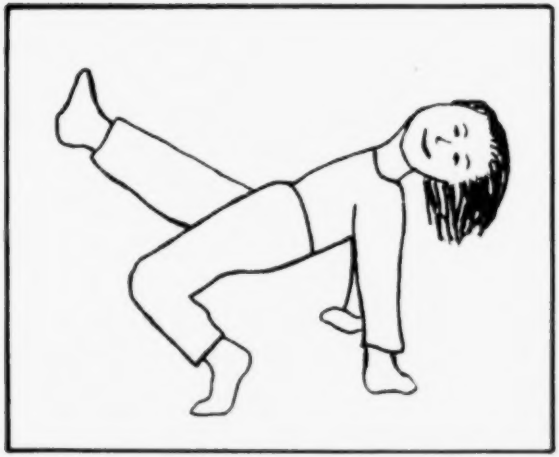
OR "Once upon a time a little girl met a wizard who could perform magic. This wizard said she could have anything she wished for." *What do you think she wished?*

After your child has finished telling you one ending to the story, you might ask him/her to think of a different ending or several possible endings.

Have fun with the stories -- they don't have to make sense! Your child may think of silly or even outlandish ideas, but that's all right. Imaginations improve with practice!

SHOW ME WITH YOUR BODY
-inventing body movements-

Inventor
Activity



What are all the ways you can move?

When you're indoors and your child seems full of energy ask him or her, "What are all the ways you can move your hands?" (or your feet? or head? or hips? or arms?)

If you're listening to music ask your child to dance with his/her arms only. (or shoulders only, or legs only, or hips only).

Challenge your child to create as many movements as possible!

JUDGE ACTIVITIES

Meet Julius the Judge.

Julius has some activities for you and your child that he knows will help your child become as wise as he is when it comes to making decisions.

Julius is a champion decision maker and knows how important it is to think carefully and to weigh all the considerations. The considerations Julius uses are those same things you keep stacked in your head when you are making important decisions.

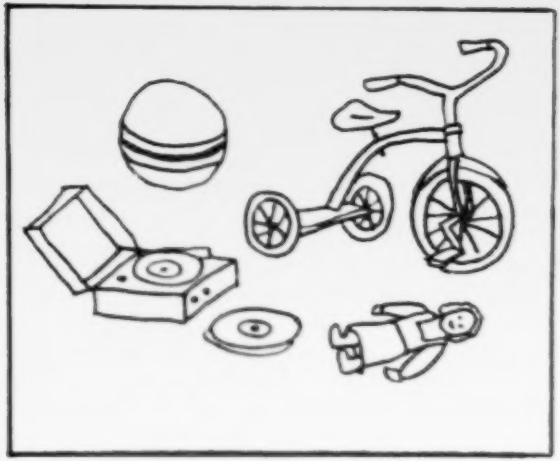
For example, if you're looking for an apartment, you might be concerned about how much, how big, how pleasant, how safe, how close, and so on. If these are your considerations, you naturally will keep them in mind when making your choice.

Children also need help learning to make careful decisions--not always choosing things because they like them,but figuring out the best choice using considerations. At school, the teacher has already used this big word in lessons with your child, so feel free to say the work "considerations" as you try these activities. Children enjoy a big word now and then, and this is a concept that they are learning.

Careful decision making is something we spend our whole lives learning to do, and children can really benefit from an early start. Hope you and your child enjoy Julius's activities and become as wise as a judge.

WHAT TO DO?
-decisions about play-

Judge
Activity



What are the considerations?

When your child says to you,"I don't know what to do" ask him/her "What are all the possibilites for play." He or she might think of:

- playing with a friend
- riding a bike
- listen to music
- painting, etc.

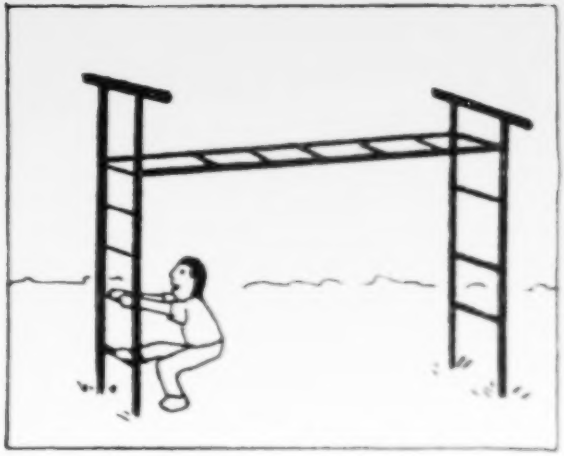
Then ask,"What are the considerations?" Some examples might be:

- How much time do you have?
- Who else can you play with?
- What is fun to do?
- What's the weather like?, etc.

Hint: You may need to add some of your own considerations; like, "you only have one hour till supper" or "what can you do without waking the baby?"

Be sure to let your child do whatever activity is finally chosen as long as it meets all the considerations.

SAFE OR DANGEROUS?
-decisions about danger-



What are the considerations?

Hint: most young children will need help thinking up the considerations.

Judge
Activity

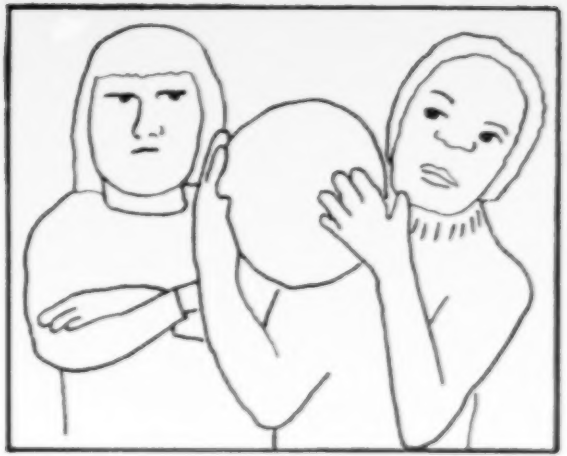
Help your child see the difference between a situation that is truly dangerous and one that is not. Discuss situations like the ones below and ask your child "Is this really dangerous or not? How do your know? What are the considerations?"

Examples:

1. A boy is crossing the street and hears two cars crashing.
2. A child feels frightened when he sees a man with a beard.
3. A girl is at home and smells something strange.
4. A boy is walking home from school. Someone he doesn't know stops and asks to give him a ride.
5. A child feels frightened when a friend shows her a pet hamster.

IS IT FAIR?
- decisions in getting along with others-

Judge
Activity



What are the considerations?

Give your child practice in deciding what is fair and what is not. When situations like the ones below happen, ask your child "Is it fair or unfair? What are the considerations?"

Examples:

1. Tim is playing ball with his friend. Tim's sister asks if she can play too, but Tim won't let her.
2. Michael and Ann love to play card games. Ann says she should always go first.
3. Donald and Sue want to listen to records, but there is only one set of headphones. Donald says they should take turns with them.

Hint: Remember that there is no one right answer! As long as your child has a good reason for his or her decision, then it's okay.

WHAT TO WEAR?
-decisions about clothing-

What are the considerations?

Judge
Activity

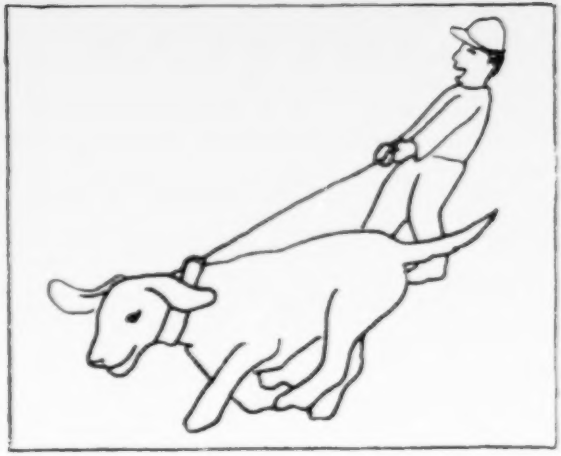
When your child is dressing for the day let him/her make some decisions about what to wear.

Ask your child:

"What are the considerations?"
- Is it hot or cold?
- Where are you going?
- Does it fit?
- Is it clean?
- Does it look nice? etc.

Hint: Sometimes it's hard for us to allow children to make decisions. Try to let your child wear the chosen outfit even if the colors clash or it looks a little strange.

WHO DOES WHAT?
-decisions about house chores-



What are the considerations?

Hint: Your child may not divide up the household chores the same way you would. You may need to explain some of your considerations.

Judge
Activity

Ask your child to help decide how to best divide up house chores. Questions you might ask are:

"What jobs need to get done?"
- washing dishes
- making beds
- picking up toys

"Who can help?"
- Mom
- Dad
- Brother
- Grandpa

"What are the considerations?"
- How strong or big do you need to be?
- Is the job a dangerous one?
- When does the job need to get done?